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ABSTRACT

Activities and games that have been used successfully in elementary classrooms are contained in this booklet intended for use by educators who wish to develop simple and inexpensive individualized reading materials. The activities emphasize the improvement of a variety of skills, including knowledge of antonyms, categorizing, compound words, main idea, prefixes, sentence meaning, and syllabication. Each activity identifies the skill to be developed, lists the materials needed, and offers directions for students and for construction of materials. The booklet concludes with a number of word lists for use in starting the games or activities. Among them are lists of "C" and "G" words, synonyms, compound words, survival words, words describing types of transportation, and CB slang. (FL)

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READING IMPROVEMENT:
Activities for Individualizing Reading Instruction in Elementary Schools

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READING IMPROVEMENT:
Activities for Individualizing Reading Instruction
in Elementary Schools

Providing for the needs of individual students in the regular classroom setting is a challenge that elementary teachers are constantly striving to meet. Regardless of the type of organizational pattern used in a school, the abilities of students in a classroom may span several years. There are differences in abilities even if the classes are grouped homogeneously on the basis of reading achievement. Many types of grouping practices are currently being used in the public elementary schools in North Carolina in an effort to narrow the span of differences that exist in each classroom so that the teacher can more adequately provide for the variation in reading skills. These groupings may have reduced the range of reading levels in a classroom, but it remains far from real homogeneity.

As the experienced teacher knows, it is quite possible for two students to have identical grade scores on the comprehension skills section of an achievement test and yet be very different when those skills are analyzed. Child A may be able to determine the main idea of a reading selection but miss supporting details, while Child B may identify the appropriate sequence and the details of a selection and not be able to focus on the theme or main idea of a passage. Informal diagnosis of the same students' word recognition skills would undoubtedly reveal other differences. How, then, does the regular classroom teacher make provisions in her daily planning and teaching for each students needs? Authorities in the area of reading instruction have recommended many solutions, none

of which have provided a panacea. So the classroom teacher continues to search for additional techniques, methods and materials to be used in providing learning experiences that will further develop competencies, eliminate deficiencies and bring about more positive self-concepts in students.

The teacher who uses a basal reader approach knows that even though members of a "reading group" have many skills in common, each member of the group can be expected to have different individual skill needs. He/She, therefore, is faced with selection problems: deciding which activities (recommended in the teacher's manual) may be needed by all the students; choosing activities that are needed by some (but not all) of the students; and identifying activities that are needed by none of the students and can be omitted completely. The teacher then encounters another selection problem: choosing activities for the students who need still more reinforcement for particular skills. Obviously the answer is not to repeat activities over and over, or to use a specific worksheet at regular intervals until the student succeeds in remembering all the correct answers. To do so is to delude oneself into believing that a skill has been mastered.

During the past two years the problem of selecting and obtaining learning activities and materials was very apparent to the staff of the General Assistance Center as attempts were made to help teachers provide for the needs of individual students. It became evident that teachers were in need of simple and inexpensive materials; materials that would be stimulating and interesting to the students and yet develop or reinforce specific reading skills. Folder activities have proven to be one method

that can be effective in meeting these requirements. Various activities can be adapted for manila folders and used in regular classrooms or reading labs by individual students or in small groups to provide for varying interests, varying attention spans and varying skills.

The purpose of this booklet is to share some of the folder activities, as well as a few other types of activities, that have been used successfully in elementary classrooms. Some are adaptations of commercial games and activities; some are activities shared by student teachers and teachers; some are original. The reader will note that some are more useful to teachers of primary students than to teachers of intermediate students and vice-versa. The activities included have been selected to emphasize the improvement of a variety of reading skills. No attempt has been made to provide for all skills or to sequence the activities according to a planned continuum. Teachers of intermediate students with specific deficiencies may find the "primary" activities very useful to them. A few content-oriented activities are included to illustrate a way to reinforce content vocabulary and simultaneously focus attention on specific reading skills. Teachers will need to review the activities and choose those appropriate for his/her students or adapt them to meet individual student needs. Some activities may be used for reinforcement, while others may be used to challenge more able students.

The folder activities may be used by individuals, by two students, or by small groups under the teacher's guidance. Some are entirely for independent reinforcement and are therefore self-directed. Others are designed for use by two people with competition as a motivator. Still others are designed for small groups and may be used in game situations.

Folder activities can be utilized in any type classroom setting--self-contained, open, ability grouping, etc. They are especially useful when diagnostic-prescriptive or contract procedures are used. They may also be used in centers. The teacher in each classroom will need to establish definite procedures for their use, so that they can be used effectively in meeting individual student's needs and yet be compatible with his/her teaching style.

Folder activities are easily stored in a filing cabinet or in a cardboard file box with a simple filing system. For effective use, folders should be prescribed for a particular student or group of students, on a specific day, for a specific purpose. Care should be taken to see that they do not become something to fill-in time after the assigned work is completed. It is also recommended that students not be allowed to choose their own activities (unless the teacher controls the options). Too often students will select a favorite activity over and over, and it may not be one they especially need.

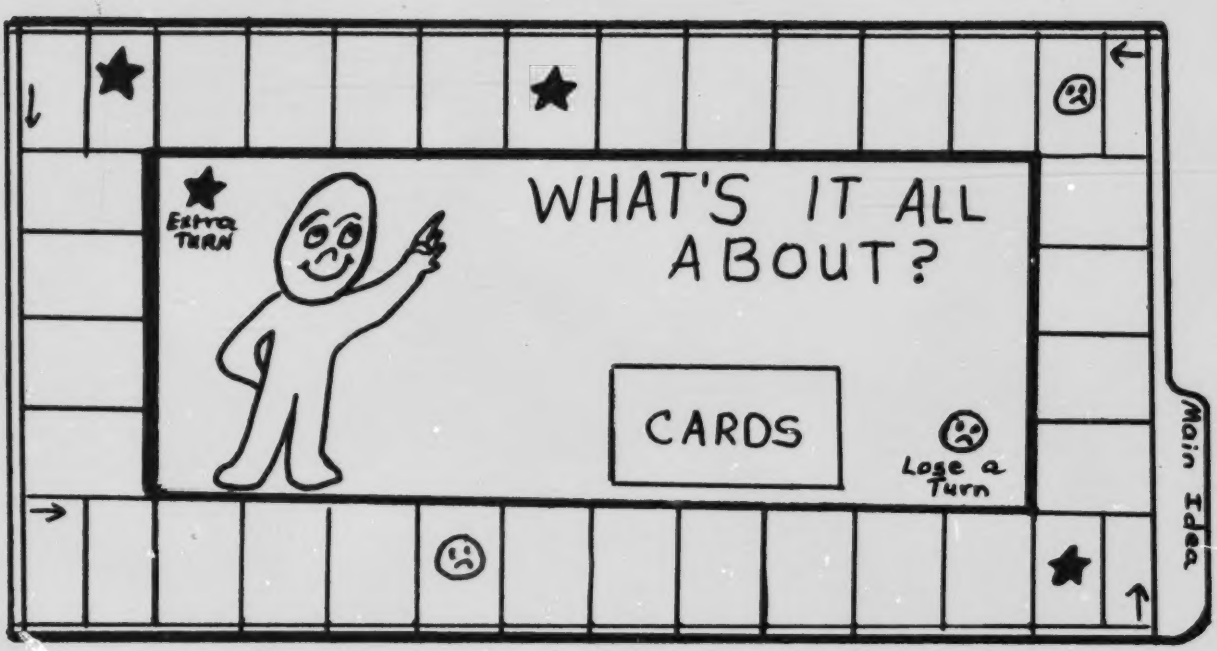
Activities involving comprehension may be utilized to precede or follow directed lessons that emphasize the same skill. However, "word game" activities have a tendency to isolate words and therefore should be used only after the words have been encountered in meaningful situations.

Some of these activities can be constructed to be self-correcting if the teacher wishes. In many cases, however, the child needs the extra reinforcement involved in the checking or proving process with a buddy or the teacher. For that reason, most of the activities presented in this booklet are designed to be checked by the teacher or with a buddy.

The writer is not naive enough to think that the use of folder activities will solve all the problems of meeting the individual needs

of students in reading. They are presented to the reader as one more way of providing techniques and materials that can and have supplemented developmental reading programs effectively enough to overcome skill deficiencies.

Meeting the needs of each child in the classroom is the teacher's responsibility. No two children are alike or have the same needs all the time. Therefore, the teacher should always be diagnosing (formally and informally) to determine specific needs, analyzing errors in daily assignments and activities, and seeking alternative ways of presenting concepts and teaching skills. Utilization of folder activities is one method of providing for the needs of each student in reading--as far as skill development is concerned. Effective use of the games and activities described in this publication should aid the teacher in providing learning experiences that will help each child become a better reader.



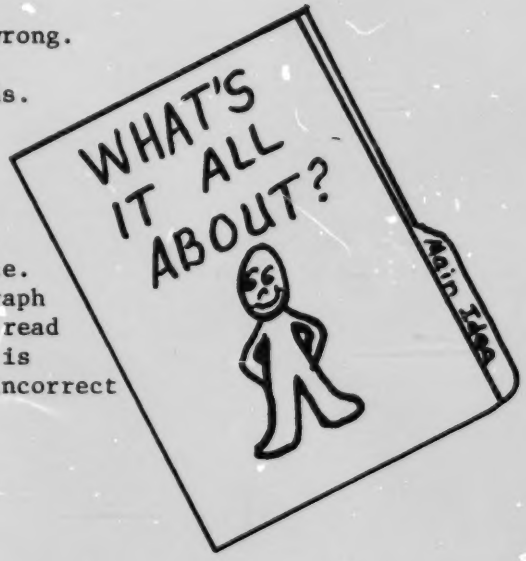
WHAT'S IT ALL ABOUT?

Skill: Main idea.

Materials: Manila folder, felt pen, book pocket, 3x5 plain index cards, glue, paragraphs from old basals or workbooks.

Construction Directions:

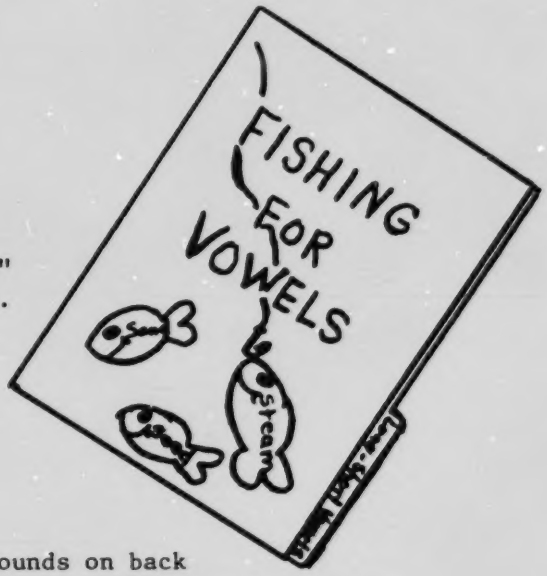
1. Draw gameboard on folder.
2. Write (or glue) paragraphs on cards.
   Sample: Everything seemed to go wrong that morning. When Sid got out of bed he tripped over his slippers. Then he pulled a button off his new shirt. Next, he spilled orange juice on the kitchen floor. It was just one of those mornings.
3. Write main idea on back of card.
   Sample: That morning several things went wrong.
4. Write a number on each card (1-4).
5. Glue pocket on back of folder to store cards.
6. Write directions on back of folder.



Directions to Students:

1. This is a game for 2 or more players. You will need a marker for each player.
2. Shuffle cards. Place face up on CARD space.
3. First player draws first card, reads paragraph aloud, and tells the main idea. To check, read back of card. If player is correct marker is moved number of spaces shown on card. If incorrect move backward. (Remain, if on START).
4. First player to go around game board wins.

FISHING FOR VOWELS



Skill: Long and short vowels

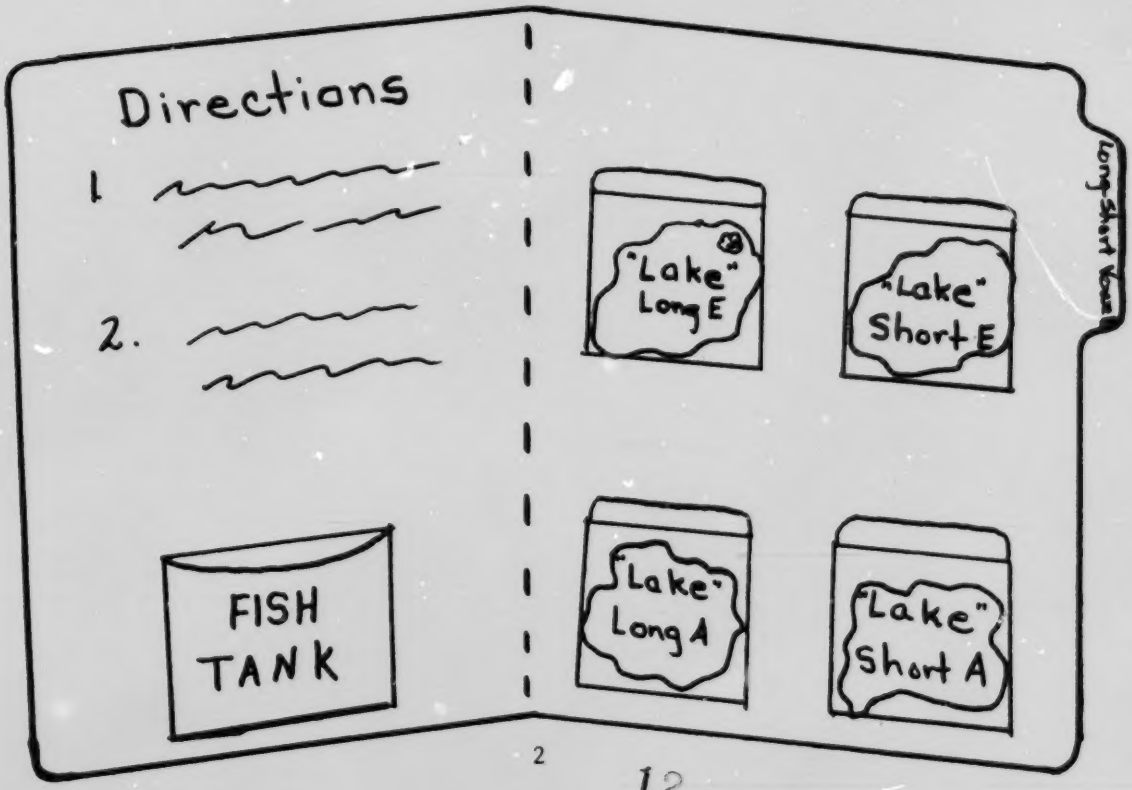
Materials: Manila folder, book pockets, 4"x6" plain index cards, glue, felt pen.

Construction Directions:

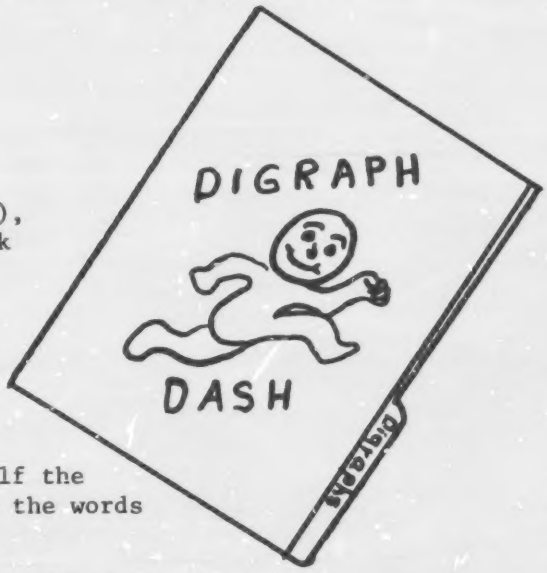
1. Glue pockets in folder.
2. Draw "lakes" on pockets. Label.
3. Cut fish from plain cards.
4. Write words on fish.
5. Write directions on folder.
6. Write rules for long and short vowel sounds on back of folder for student's use.

Directions for Students:

1. The fish in the fish tank need to be placed in fresh water lakes. Read the word on each fish. Put it in the "lake" that names its vowel sound.
2. Look on the back of the folder if you need help. The rules for long and short vowels are there for your use.



DIGRAPH DASH



Skill: Consonant digraphs

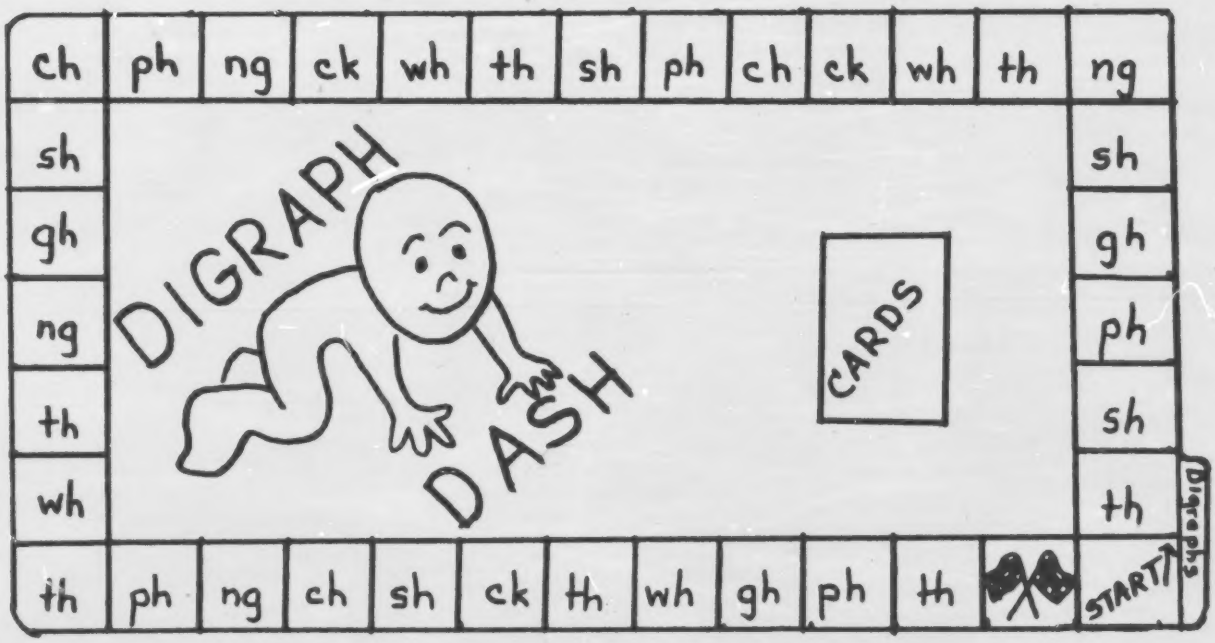
Materials: Manila folder, blank cards (2"x3"), book pockets, red, green and black felt pens, glue, list of words containing digraphs*

Construction Directions:

1. Draw game board on manila folder.
2. Write digraph words on blank cards. Write half the words in red ink and half the words in green ink. (Be sure you half the words for <u>each</u> digraph.)
3. Write directions on back of folder.
4. Glue pocket on back of folder to store digraph cards.

Directions for Students:

1. This is a game for 2 or more players.
2. You will need a marker for each player.
3. Place markers on space marked START.
4. Shuffle all cards. Turn them face down on CARD space.
5. First player turns up first card and moves to the space containing that digraph <u>if</u> he can pronounce the word and the word is written in <u>green</u>. If the word is written in red, the player moves backward to the next space containing that digraph. (If the player is on START he remains there.)
6. The first player to reach the checkered flags wins.



MATCH ME!

Skill: Consonant Blends

Materials: Manila folder, book pockets, 2"x3" blank cards, set of small pictures, glue, felt pen.

Construction Directions:

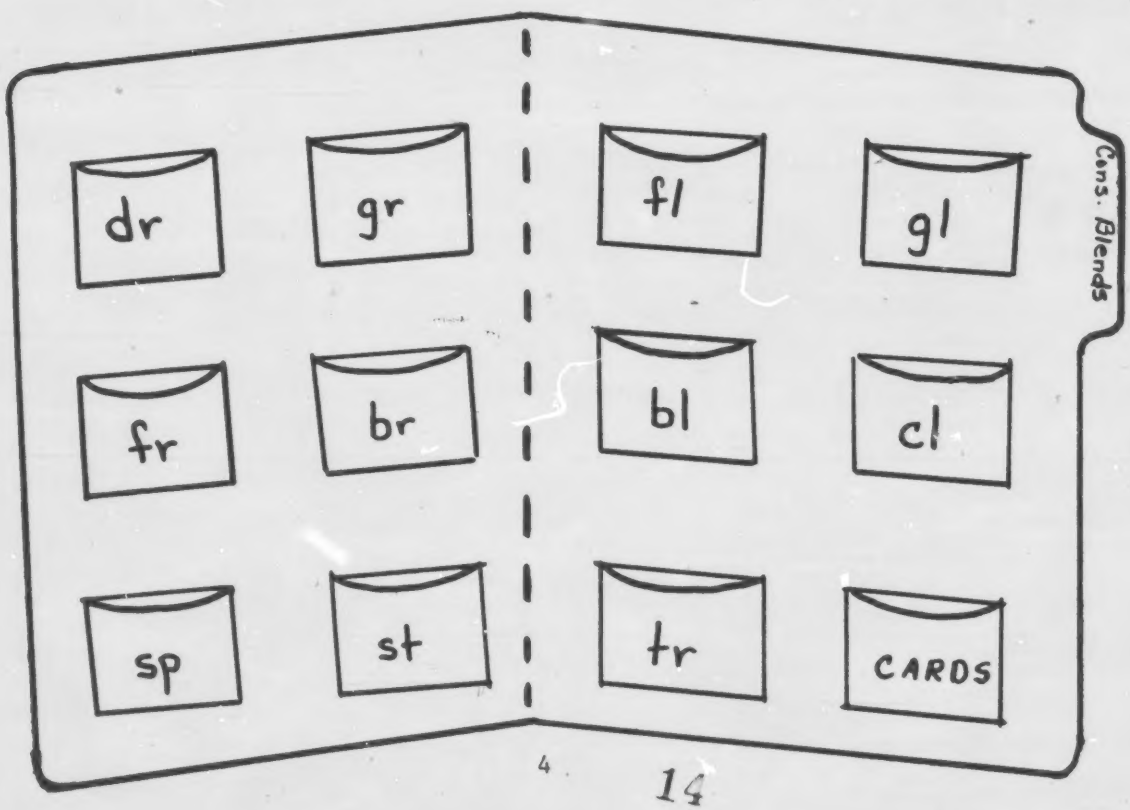
1. Glue book pockets in folder.
2. Label each with a consonant blend.
3. Glue small pictures to blank cards.
4. Write directions on back of folder.

Directions for Students:

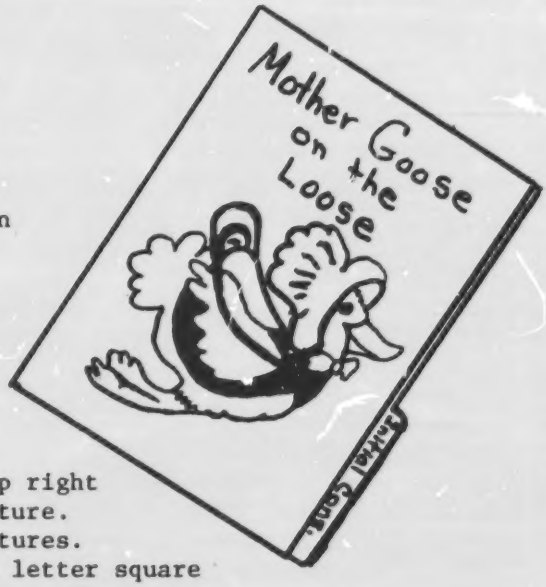
1. Look at each picture on the cards.
2. Say the name of the picture to yourself.
3. Match the picture to the pocket that has the letters you hear at the beginning of the word.
4. Put the picture card in the pocket.

Make a list of the words. Say the words to your partner.

5. When you finish have your teacher (or checker) check your list.



MOTHER GOOSE ON THE LOOSE



Skill: Initial consonant sounds

Materials: Manila folder, hold puncher, plain index cards.

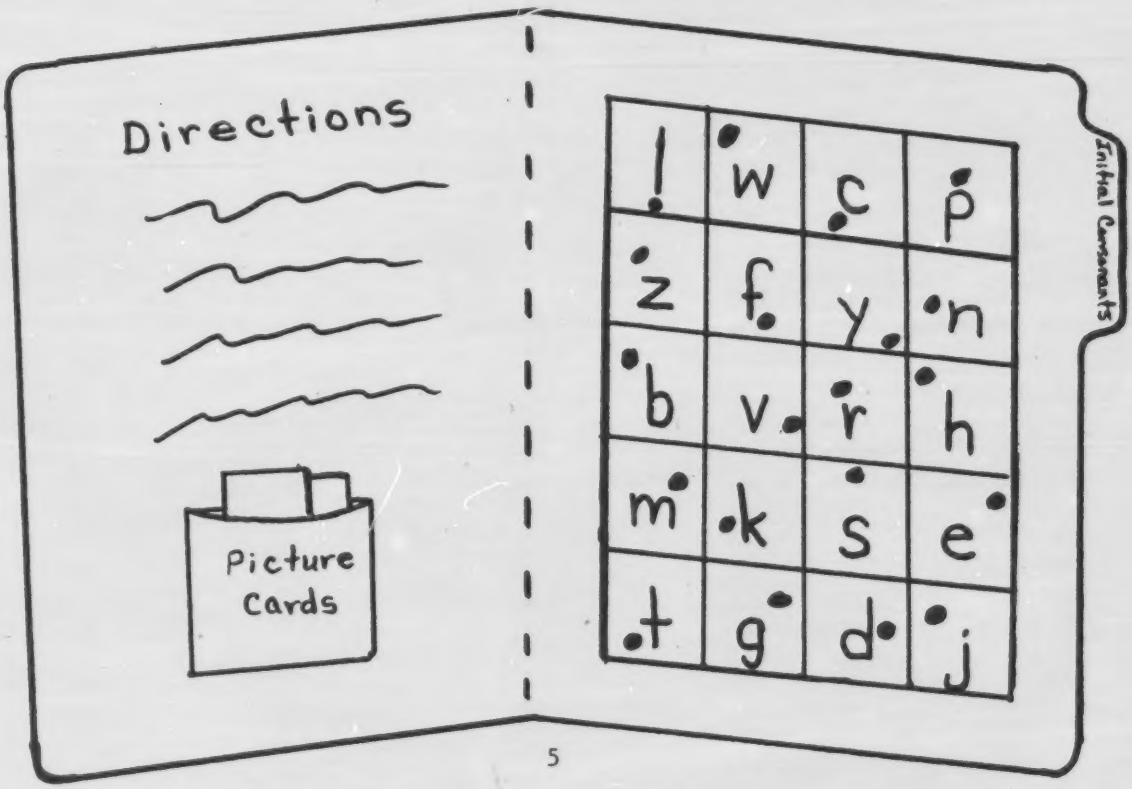
Construction Directions:

1. Write consonants on inside of folder as illustrated.
2. Cut index cards same size as letter squares in folder.
3. Glue small pictures to cards. Clip top right corner of cards to indicate top of picture.
4. Punch hole in various positions on pictures.
5. Use pictures as guide to color spot on letter square in folder.

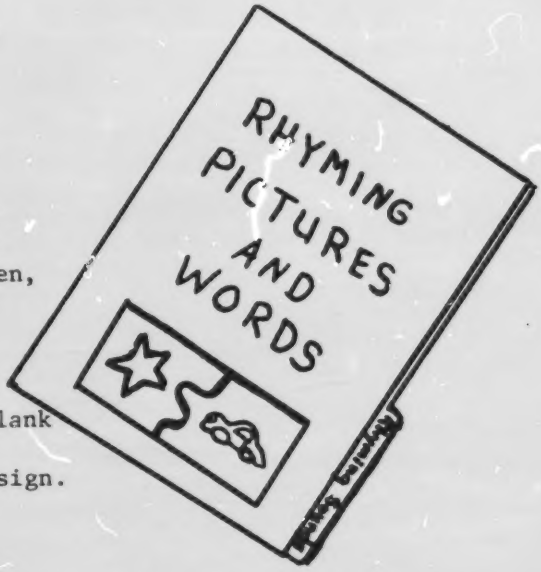
Directions to Students:

Mother Goose is looking for beginning sounds.

1. Match the pictures to the letters that name the beginning sound.
2. Place each picture on the square that has the letter that begins the pictures name.
3. If you have matched the picture with the right letter the ● will show through the hole.



RHYMING PICTURES AND WORDS

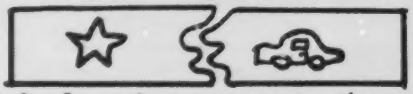


Skill: Rhyming sounds

Materials: Manila folder, 1½x2½" plain index cards, book pockets, glue, felt pen, rhyming pictures.

Construction Directions:

1. Glue a pair of rhyming pictures to a blank card.
2. Cut pictures apart in jigsaw puzzle design.



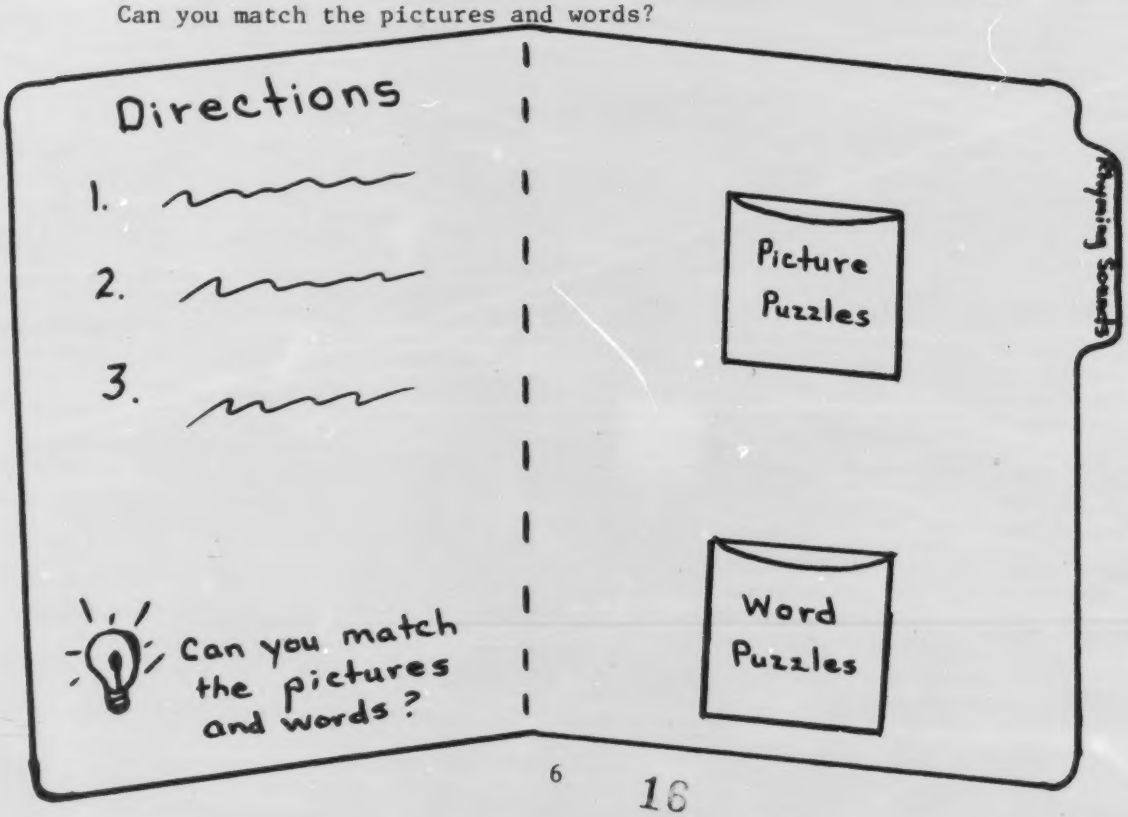
3. Write words for pictures on another set of cards. Cut apart in the same manner.
4. Glue pockets to folder. Label.
5. Write directions on folder.

Directions for Students:

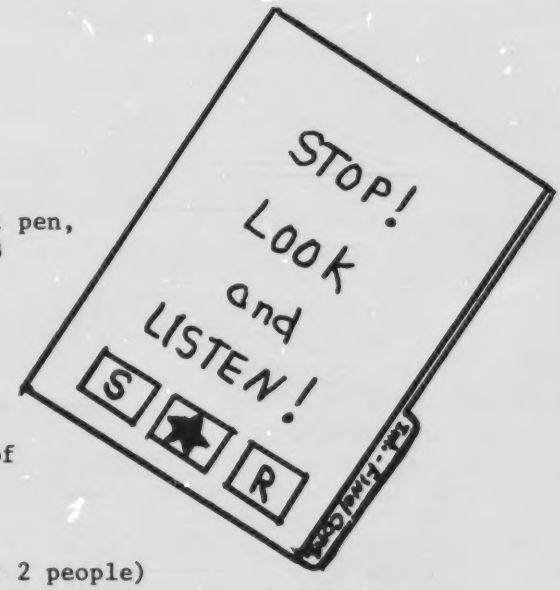
1. Look at the pictures on the puzzle pieces.
2. Say the name of a picture.
3. Find another picture that rhymes with it.
4. Do the pieces fit together? Then you're right! If not, look for another picture.

Follow same steps for word cards.

Can you match the pictures and words?



STOP! LOOK and LISTEN!



Skills: Initial and final consonant sounds.

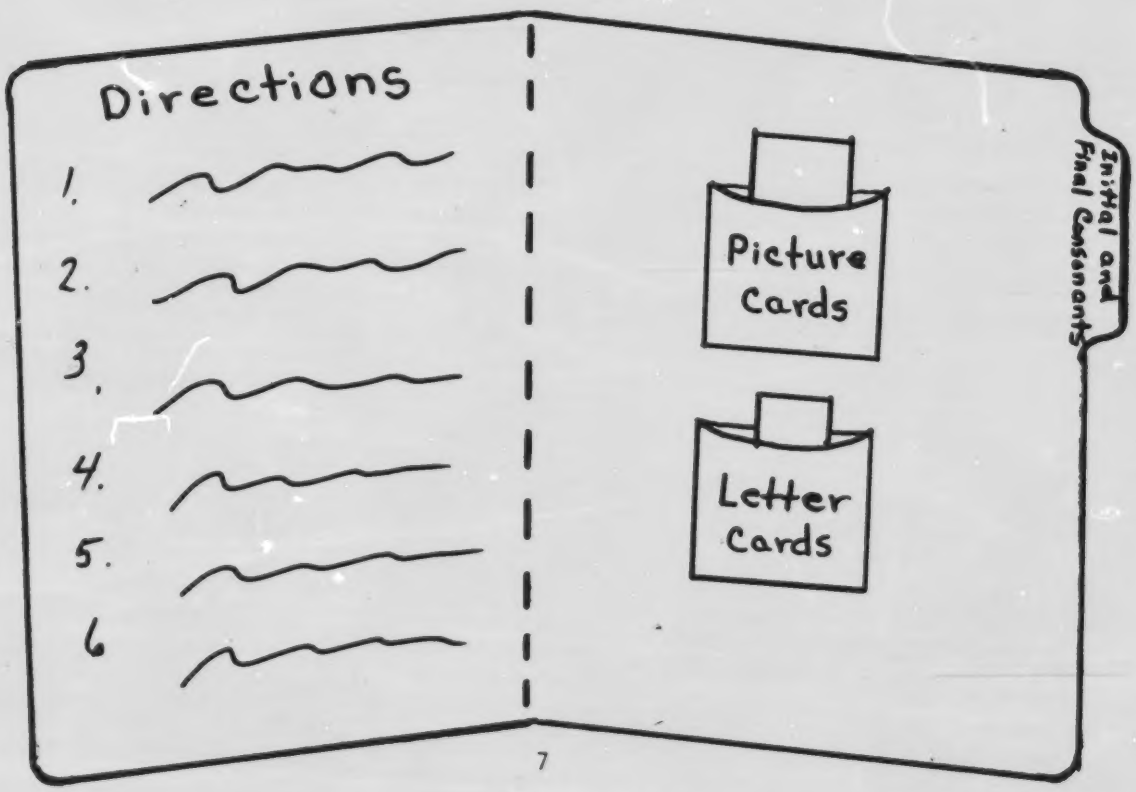
Materials: Manila folder, book pockets, felt pen, glue, set of small pictures, 2½x3 blank cards.

Construction Directions:

1. Glue pockets in folder.
2. Glue pictures on 8 cards.
3. Write one consonant (a beginning and ending one for each picture) on each of 16 cards.
4. Write directions on folder.

Directions for Students: (This is a game for 2 people)

1. Spread picture cards on your desk, face up.
2. Deal 8 letter cards to each player face down.
3. Each player one at a time turns up top card on her stack, and then plays it on the left side of a picture if it is the beginning sound or on the right side if it is the ending sound.
4. The player who places the second card on a picture takes the set: the picture card and letter cards.
5. The player who has the most sets wins the game. So try to complete a set rather than start a new one when you play.
6. Remember to say the name of the picture card when you make a "set".



SORT THE SPORTS

Skill: Categorizing

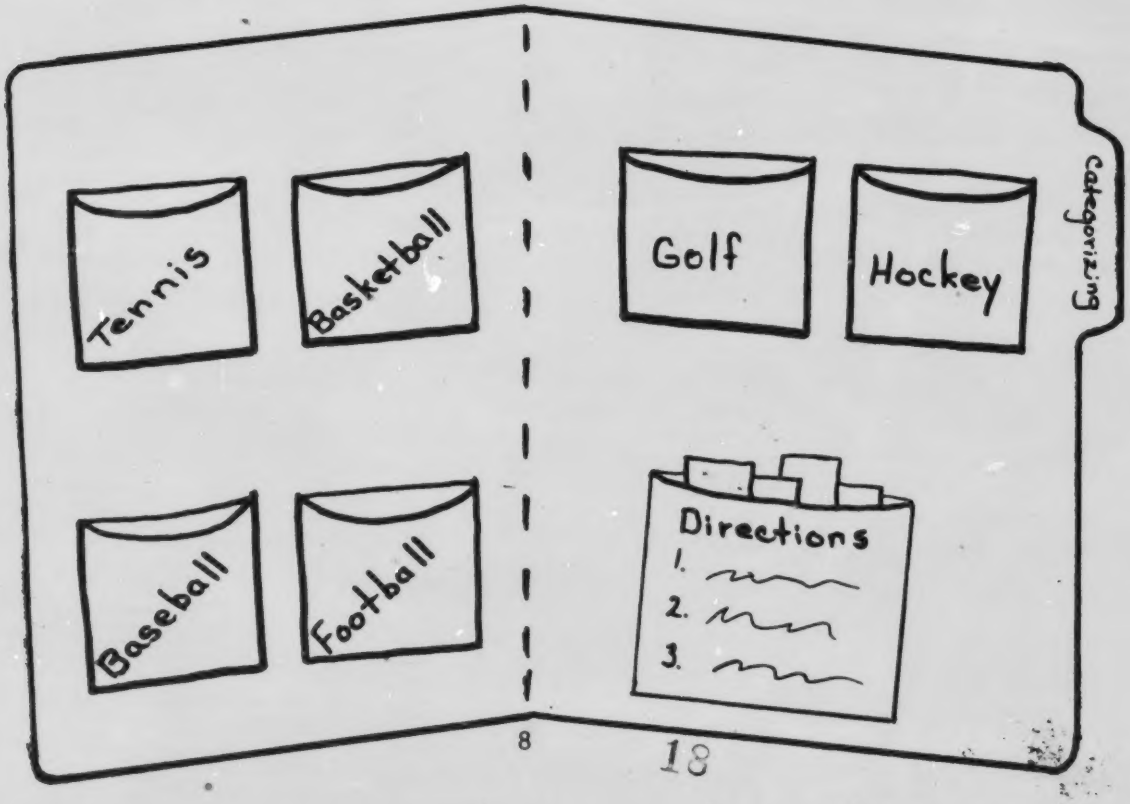
Materials: Manila folder, book pockets, 6½x9½ kraft envelope - cut in half, felt pen, glue, 2"x4" plain cards.

Directions for Construction:

1. Glue pockets in folder.
2. Draw appropriate picture representing each sport on the pockets.
3. Label each pocket.
4. Write sport terms on blank cards.
5. Write directions on folder.

Directions for Students:

1. Read each card.
2. Decide which sport the term describes.
3. Place it in the pocket that names that sport.



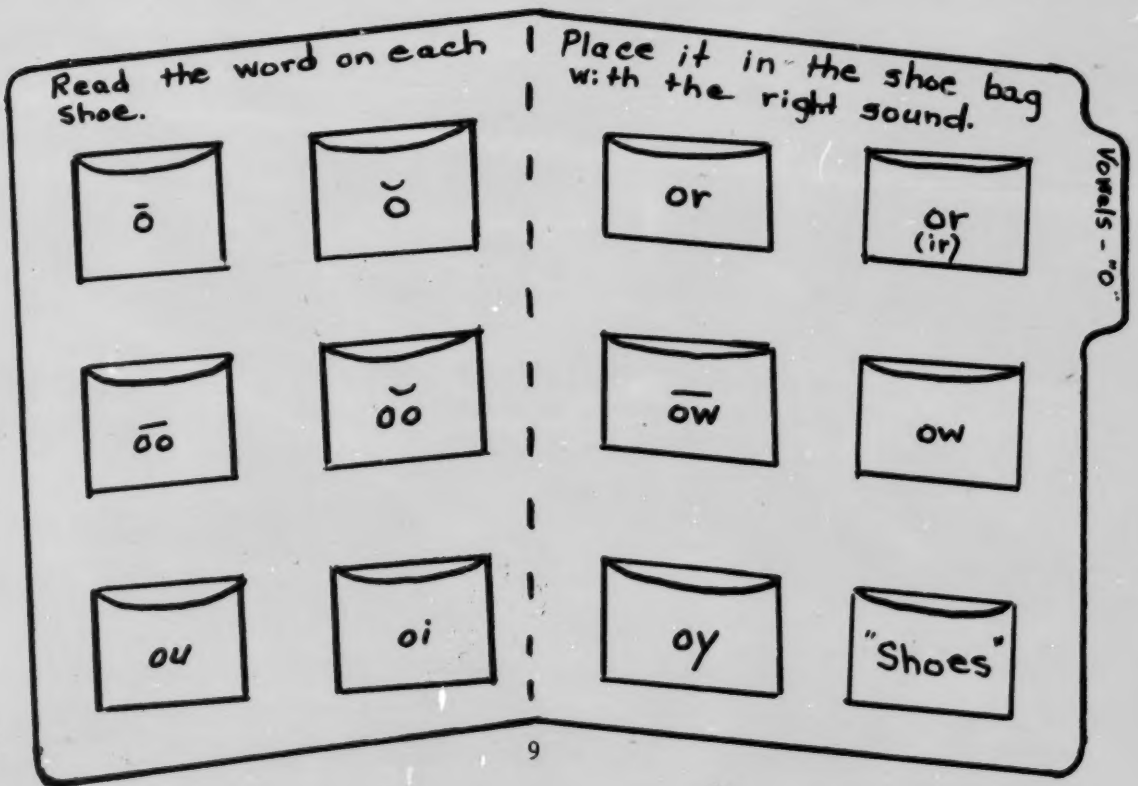
BAG THE SHOES

Skill: Vowels

Materials: Manila folder, 12 book pockets, felt pen, glue, 6"x8" plain index cards, list of "o" words.*

Construction Directions:
1. Glue pockets to folder.
2. Label each pocket.
3. Cut "shoes" from the plain index cards.
4. Write one "o" word on each "shoe".
5. Write directions on the folder.

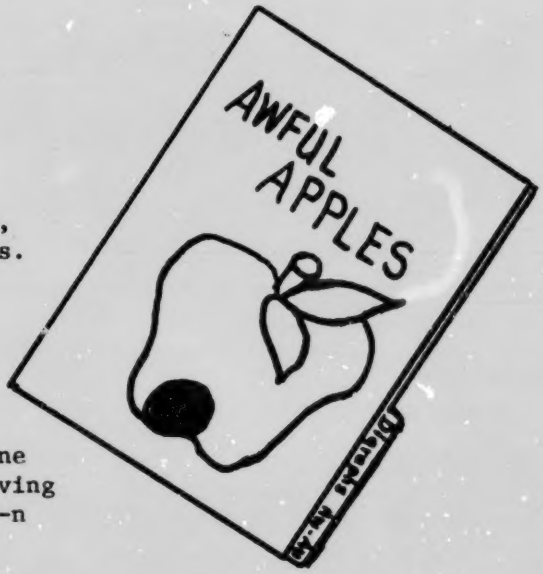
Directions for Students:
1. Read the word on each shoe.
2. Place it in the "shoe bag" with the right sound.



AWFUL APPLES

Skill: Digraphs au and aw

Materials: Manila folder, book pockets, glue, felt pens, 4"x6" plain index cards.

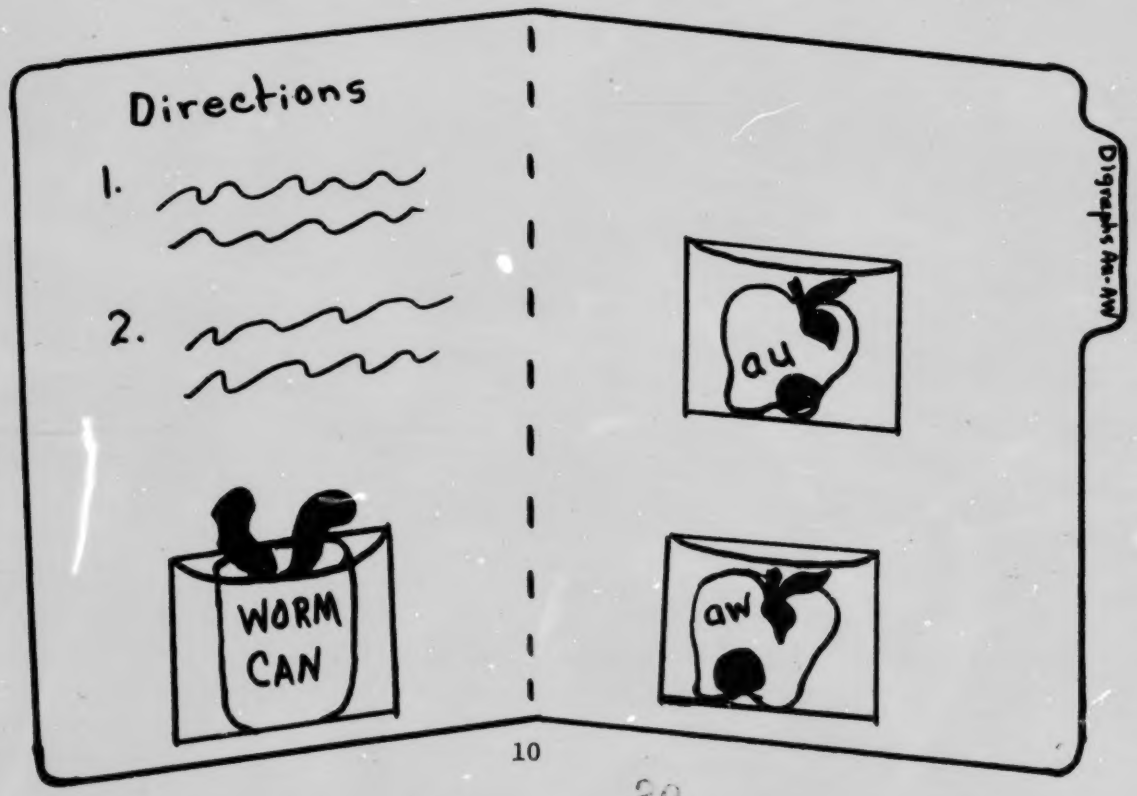


Construction Directions:

1. Glue pockets in folder.
2. Draw apples on two. Label them au and aw. Label the third one Worm Can.
3. Cut "worms" from index cards. Write one /aw/word on each worm on each worm leaving spaces for the au or aw. Example: l--n (for lawn).
4. Write directions on folder.

Directions for Students.

1. The worms in the can are fond of "Awful" apples. Match each worm to the correct apple.
2. When you finish make a list of these Awful Apple words on a sheet of paper for your teacher to check. Pronounce each word to a buddy.



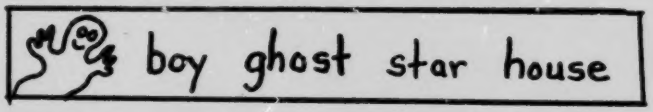
FIND THE WORD
#1

Skill: Initial consonants

Materials: Manila folder, 6½"x9½" kraft envelope, small pictures, felt pen, paper clips, three 6"x8" index cards cut into six 1"x8" strips (or poster board).

Construction Directions:

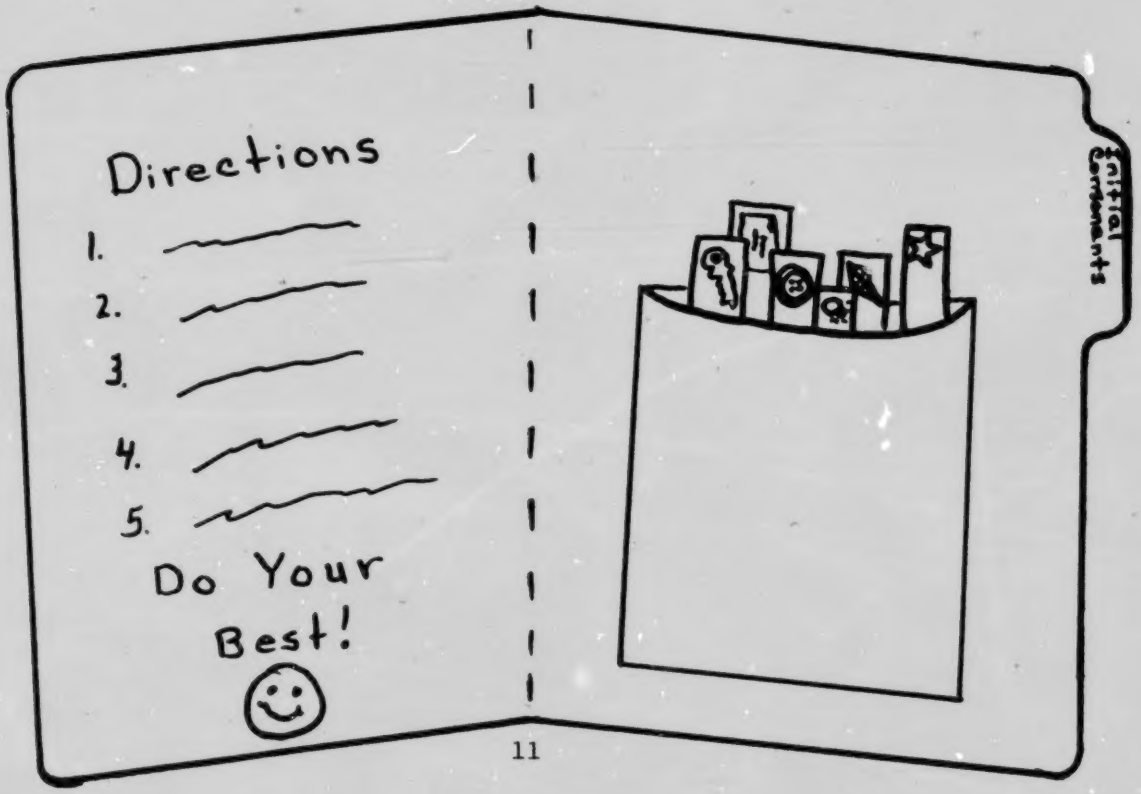
1. Glue the pictures on the left end of a 1"x8" strip.
2. Write four words after the picture. Each should begin with a different consonant.

Sample 

3. Place a paper clip on the picture of each strip.
4. Glue the kraft envelope on the inside of the folder to store the strips.
5. Write directions on the left side of the folder

Directions to Students:

1. Look at the picture on each strip.
2. Say the name of the picture to yourself.
3. Find the word that names the picture.
4. Put the paper clip on the word.
5. When you finish pronounce each picture word to a buddy.



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FIND THE WORD
#2

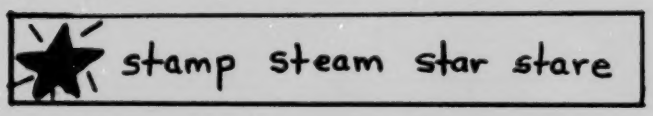
Skills: Phonetic analysis and sight words

Materials: Manila folder, 6½"x9½" kraft envelope, small pictures (or draw your own), felt pen, 6"x8" index cards (or poster board) cut into 1"x8" strips, paper clips.

Construction Directions:

1. Clue (or draw) pictures on the left end of a 1"x8" strip.
2. Write four words after the picture. Each word should begin with the same letter, blend, or digraph.

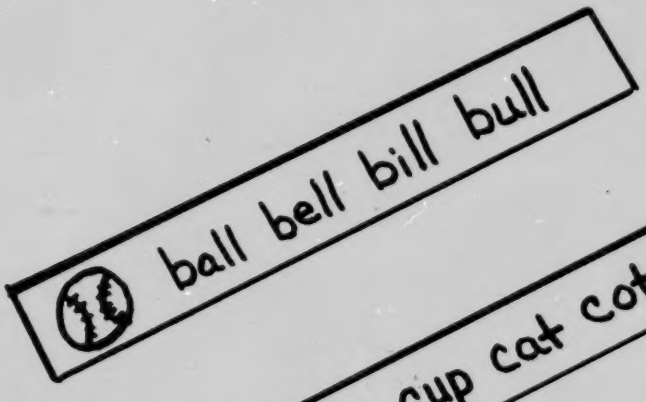
Sample

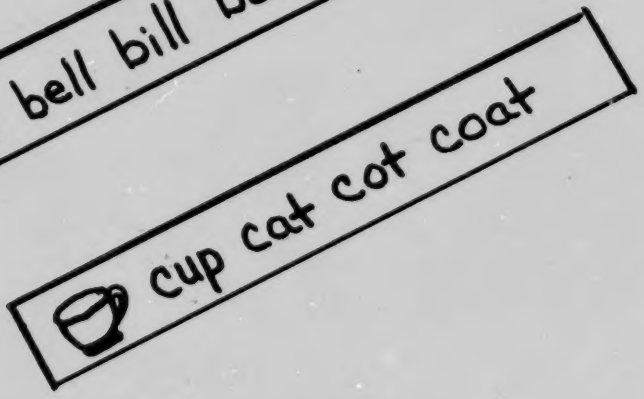


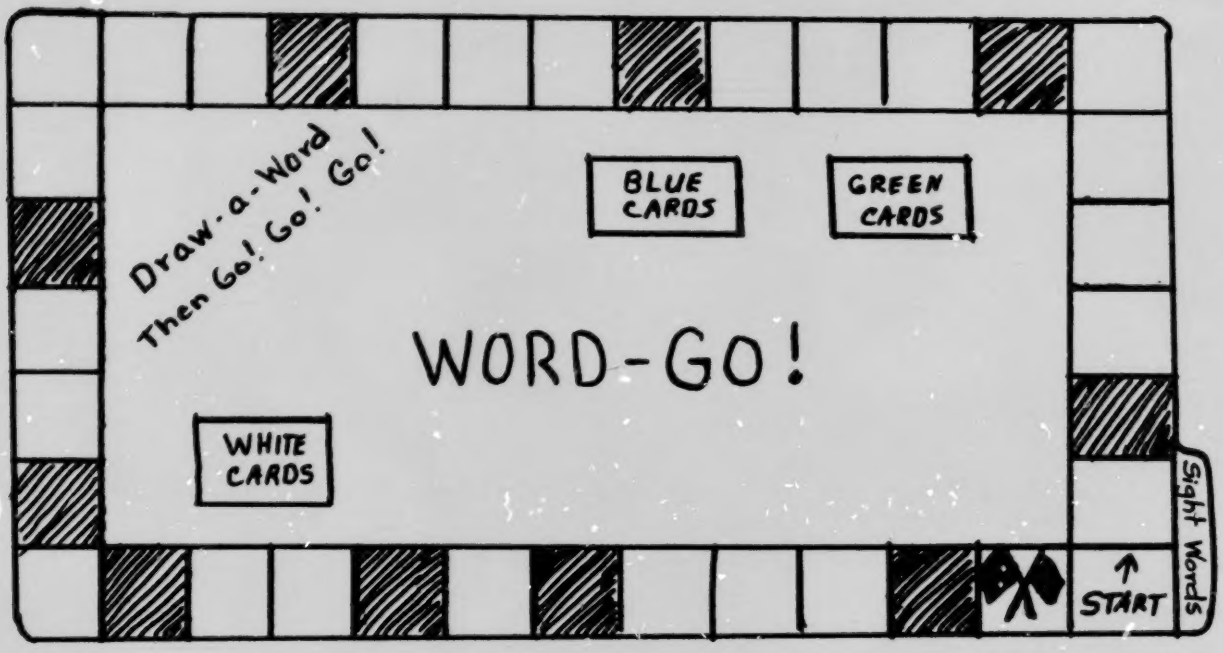
3. Place a paper clip on the picture on each strip.
4. Glue envelope in folder to store strips.
5. Write directions in folder.

Directions for Students:

1. Look at the picture on each strip.
2. Say the name of the picture to yourself.
3. Find the word that names the picture.
4. Put the paper clip on the word.
5. When you finish pronounce each picture word to a buddy.







WORD - GO!

Skill: Sight Vocabulary

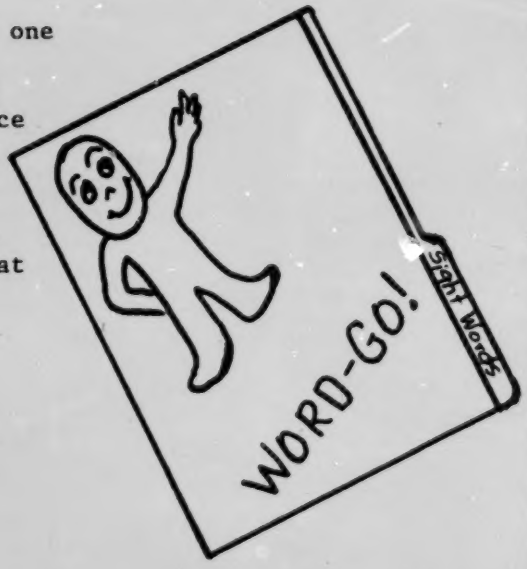
Materials: Manila folder, book pocket, 2"x3" green and blue cards, 2"x3" blank white cards, glue, felt pen, spinner*, list of words.

Construction Directions:

1. Draw game board on folder. Color some darkened spaces green and some blue.
2. Write directions on back of folder.
3. Glue pocket for green and blue cards and white word cards on back of folder.
4. Write words on white cards.

Directions for Students:

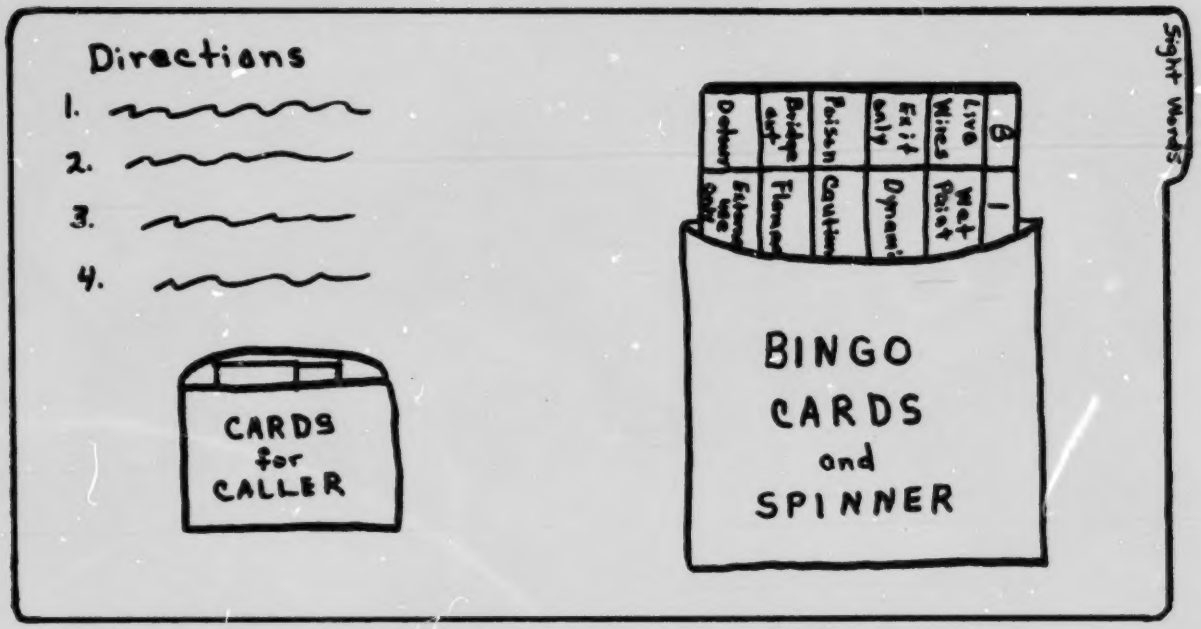
1. You will need a marker for each player and one spinner.
2. First player spins and moves the number of spaces shown. Draw a white card. Pronounce the word. If player cannot pronounce the word he must return to the space he was on before spinning.
3. If the player lands on a green or blue space he draws that color card and does what it says.
4. First player to reach HOME wins.



Sample Green or Blue cards

Go back 3 spaces
Lose a turn
Spin again

23



SURVIVAL BINGO

Skill: Sight words

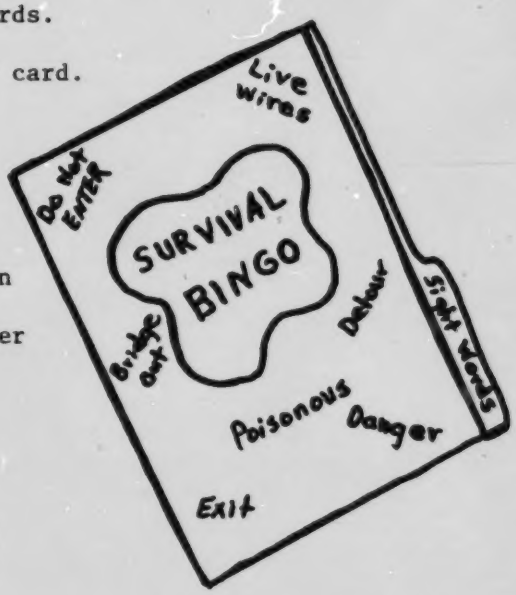
Materials: Manila folder, 6"x8" plain index cards, felt pens, spinner*, Wilson's Survival Words*, kraft envelope (6½x9), 2"x2" blank cards.

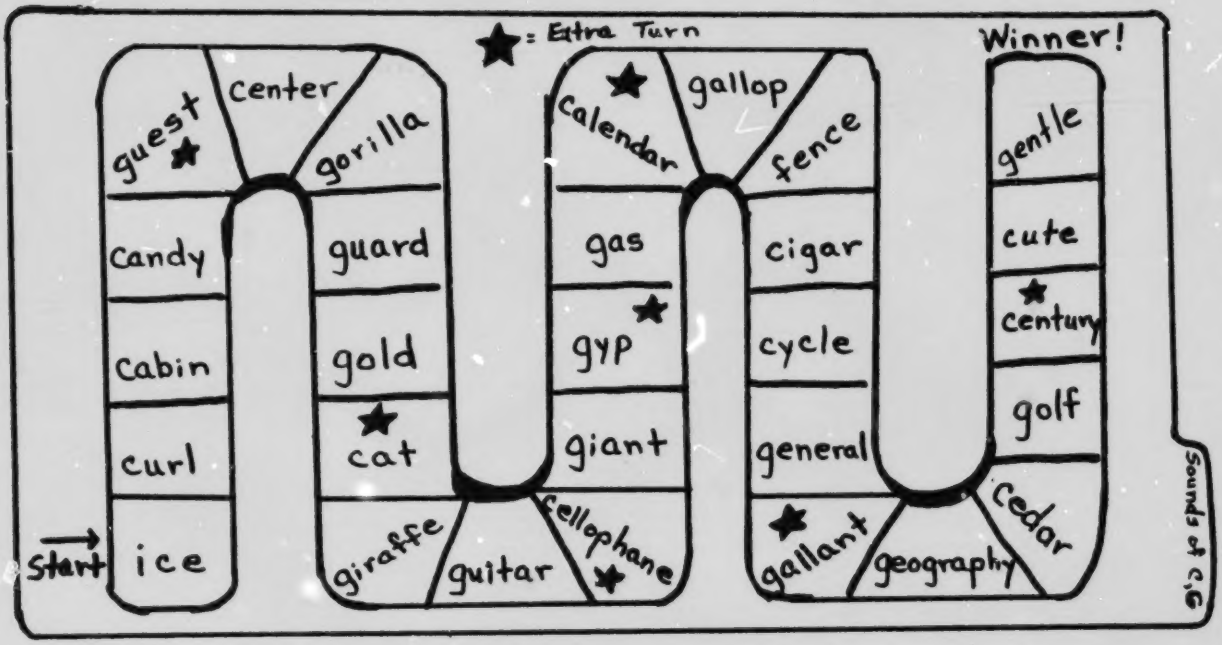
Direction for Construction:

1. Make Bingo cards by randomly placing various terms from Wilson's list of Survival Words on the 6"x8" cards.
2. Cut 6x8 index cards into 2"x3" for calling cards.
3. Write one Survival Word on each card.
4. Write one letter from B I N G O on each 2"x2" card.
5. Store materials in folder.

Directions for Students:

1. Play by regular Bingo rules.
2. Caller shuffles word cards. Turn cards face down in a stack.
3. Spin spinner to determine letter to call, then turn up first card in deck and call it.
4. Keep cards in rows under BINGO letters in order to check each winner.
5. Winner must read each word when checking.





THE "C" and "G" GAME

Skill: Hard and soft sounds of "c" and "g"

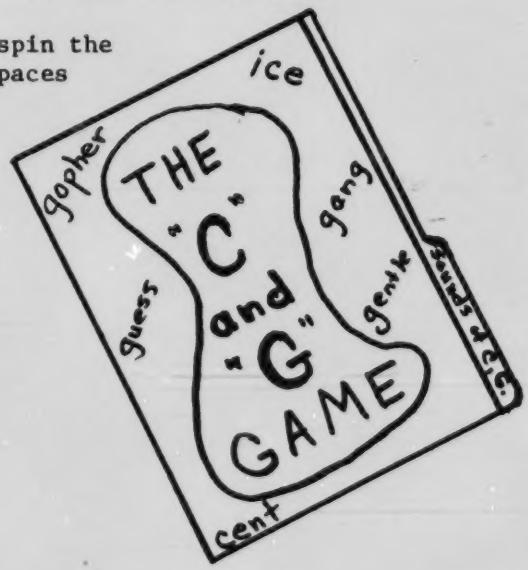
Materials: Manila folder, felt pens, list of c and g words, spinner*, 6½"x9½" kraft envelope.

Construction Directions:

1. Draw gameboard on folder.
2. Write words on gameboard. Put stars or some spaces for extra turns.
3. Glue half of kraft envelope on back to store spinner.
4. Write directions on back of folder.

Directions for Students:

1. First player spins spinner and moves the number of spaces shown. She remains there if she can pronounce the word and tell the clue for pronunciation.
2. If a player mispronounces a word she must spin the spinner and move backwards the number of spaces shown.



MR. LONG and MISS SHORT

Skill: Long and short vowels

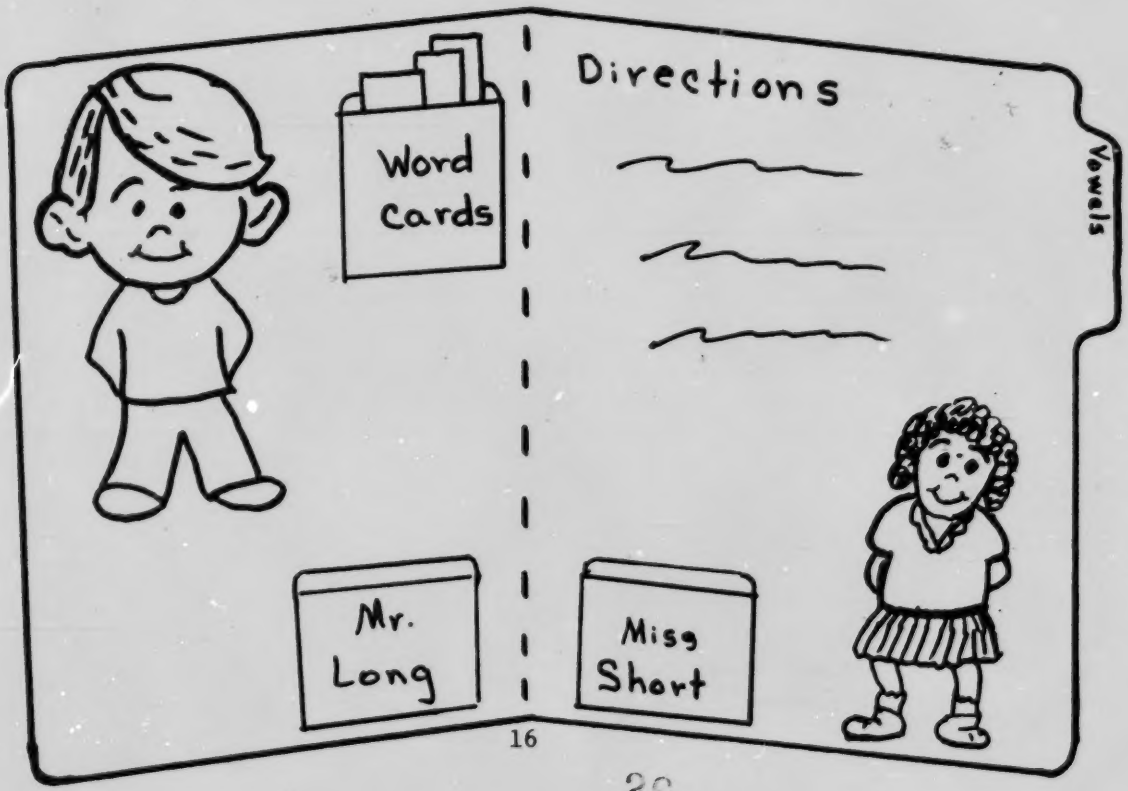
Materials: Manila folder, book pockets, 2½x3 blank cards, felt pen, glue, list of long and short vowel words*.

Construction Directions:

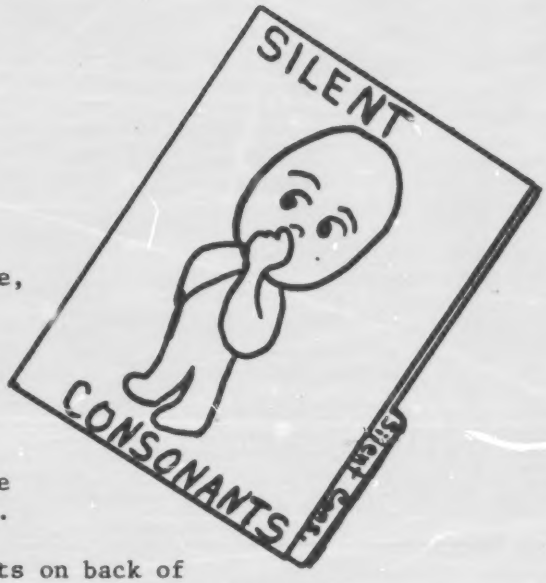
1. Draw (or use pictures) Mr. Long and Miss Short on folder.
2. Glue pockets in folder, Label.
3. Write words with long and short vowels on blank cards.
4. Write rules for long and short vowels on back of folder.

Directions for Students:

1. Read the word on each card. Is the vowel sound long or short?
2. Put the words with long vowels in Mr. Long's pocket.
3. Put the words with short vowels in Miss Short's pocket.
4. Pronounce the words to a buddy or your teacher.



SILENT CONSONANTS



Skill: Silent consonants

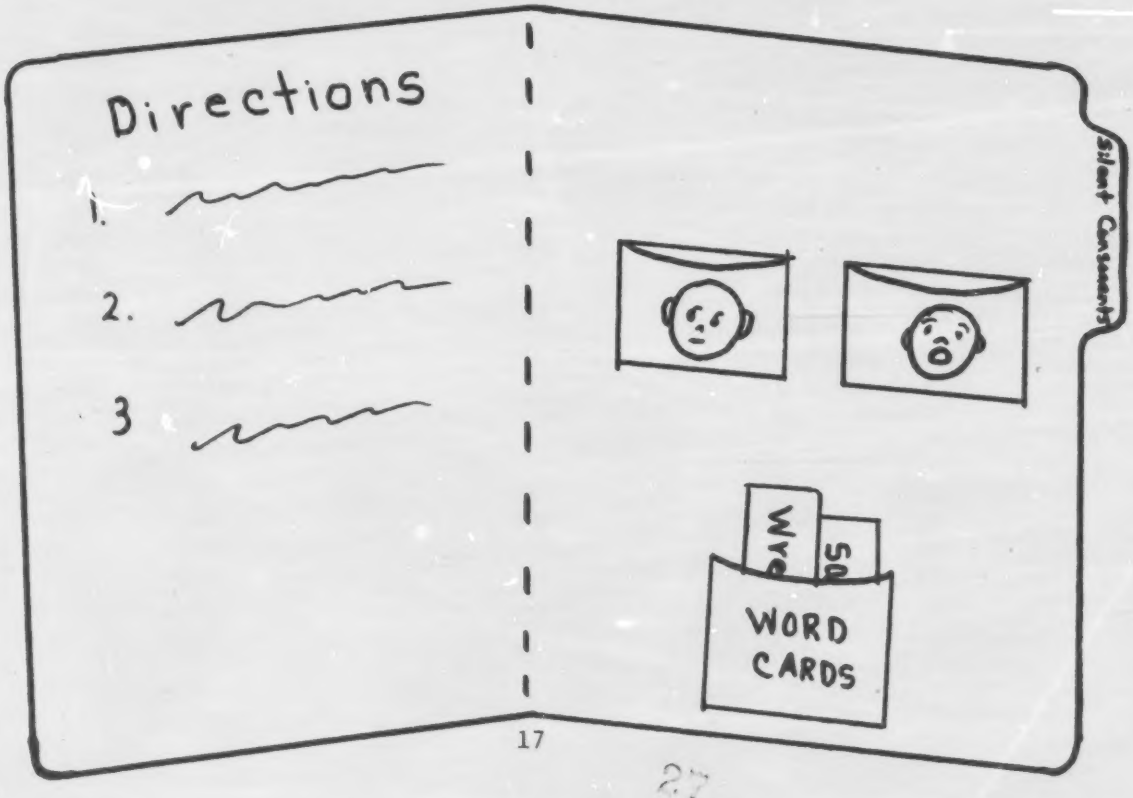
Materials: Manila folder, book pockets, 2"x3" blank cards, felt pens, glue, list of words containing silent consonants*.

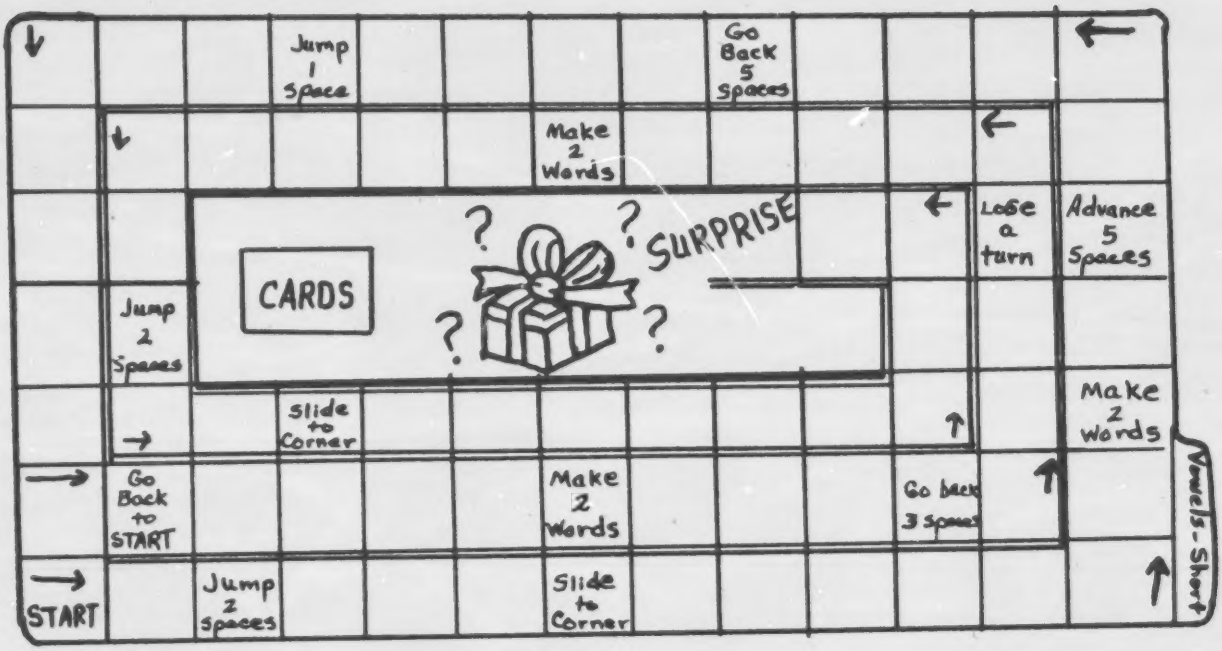
Construction Directions:

1. Glue pockets in folder.
2. Draw cartoon faces on two pockets: one with mouth closed; one with mouth open.
3. Write words on cards.
4. Write phonic rules for silent consonants on back of folder.

Directions for Students:

1. Read the word on each card.
2. If you <u>hear</u> the beginning consonant put the card in the pocket with the face that has an <u>open</u> mouth.
3. If you cannot hear the beginning consonant put the card in the pocket with the face that has a <u>closed</u> mouth.
4. When you finish pronounce the words to a buddy.





SURPRISE PACKAGE

Skill: Short vowels

Materials: Manila folder, ruler, felt pen, 2"x3" blank cards, list of short vowel words, book pocket, glue.

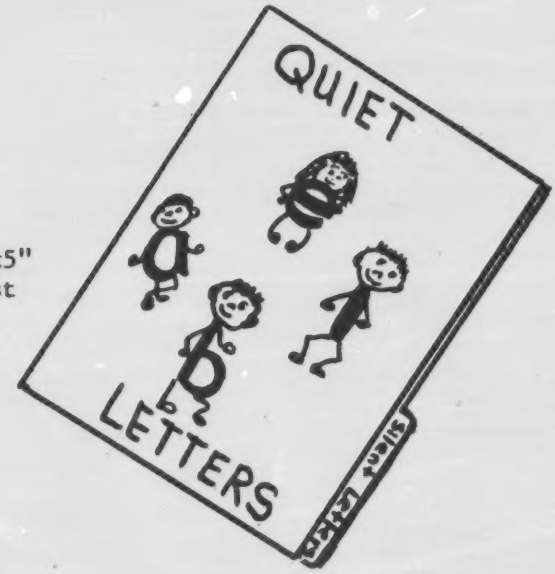
Construction Directions:

1. Draw gameboard as shown. Emphasize route by using contrasting color (shown by double lines).
2. Write short vowel words on cards substituting a blank for the vowel. Example: l-mp on card. Also number cards 1, 2, 3, or 4 in lower right corner.
3. Write directions on back of folder.
4. Glue pocket on back to store word cards.

Directions for Students:

1. First player turns up a card. Name the missing vowel and pronounce the word. If the player cannot pronounce the word she stays where she was. If the player pronounces the word correctly she moves the number of spaces shown on the card.
2. Follow the directions printed on the gameboard.
3. The first person to reach the Surprise Package wins.

QUIET LETTERS



Skill: Silent letters

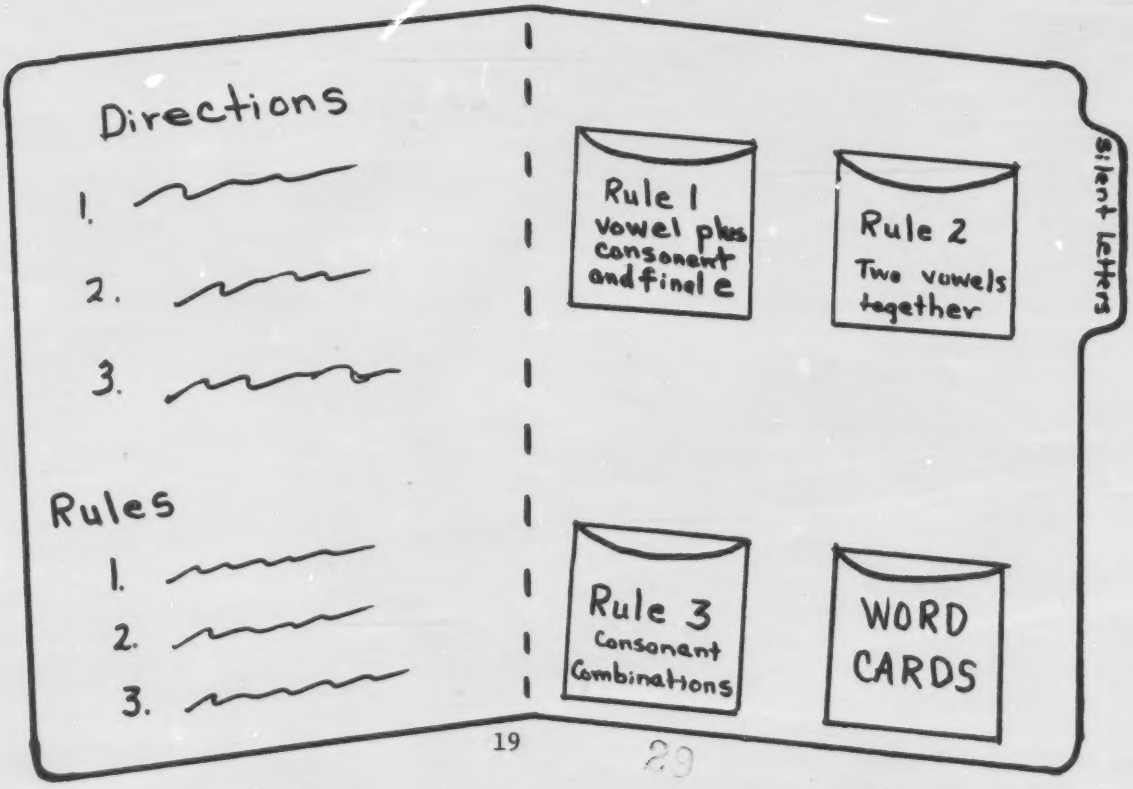
Materials: Manila folder, book pockets, 1½"x5" blank cards, glue, felt pens, list of words with silent letters*.

Construction Directions:

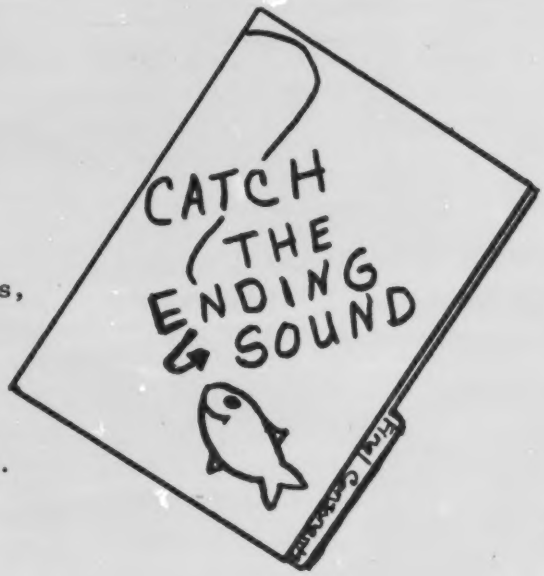
1. Glue pockets in folder. Label.
2. Write words on cards.
3. Write directions in folder.
4. Write rules in folder.

Directions for Students:

1. Read the word on the card.
2. Decide which rule helped you in pronouncing the word.
3. Put the word in the pocket with that rule.
4. Complete rules for silent letters are written below.



CATCH THE ENDING SOUND



Skill: Final consonants

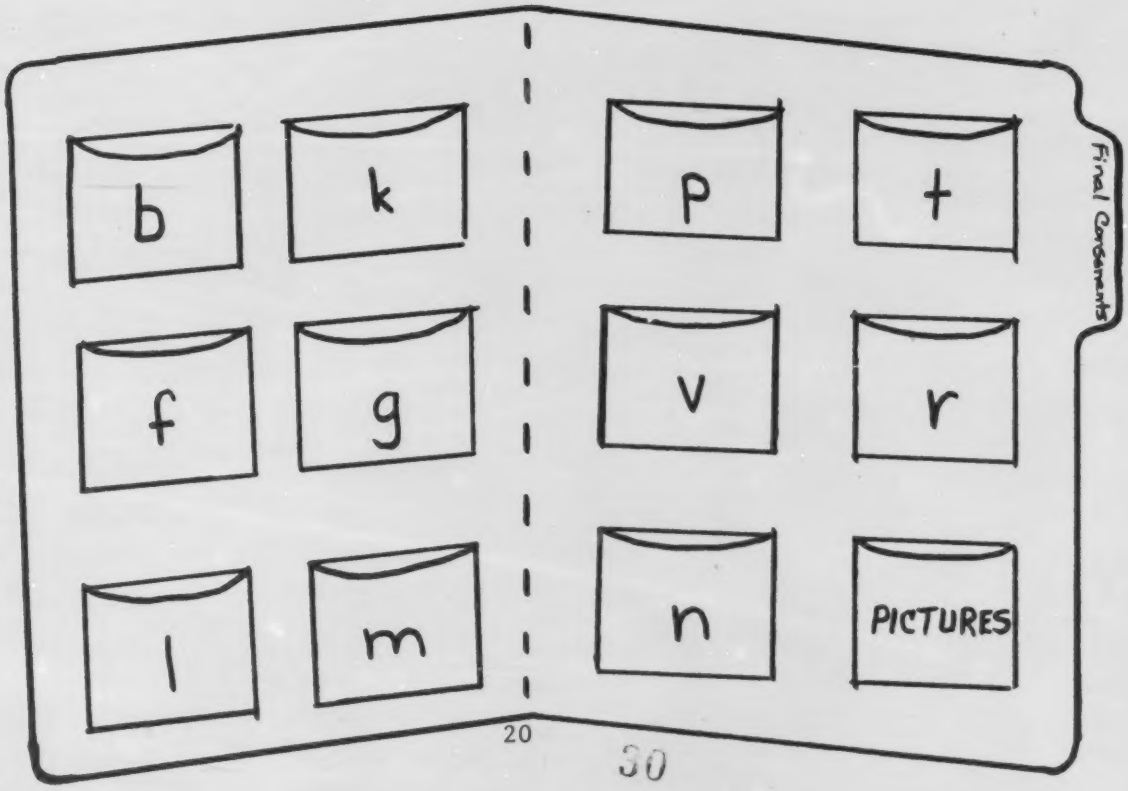
Materials: Manila folder, book pockets, 2"x4" cards, set of small pictures, felt pens, glue.

Construction Directions:

1. Glue pockets in folder. Label.
2. Glue (or draw) small pictures on cards.
3. Write directions on back of folder.

Directions for Students:

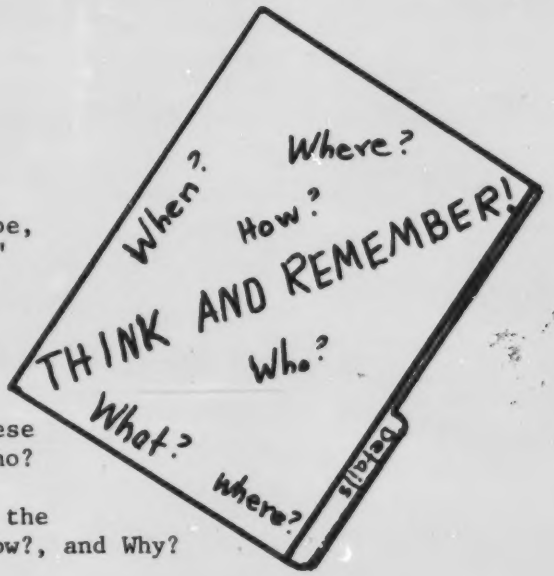
1. Look at each picture. Say its name to yourself. What sound do you hear at the end of the word?
2. Put the picture in the pocket that has the letter that names the ending sound.
3. When you finish say the picture names to a buddy or your teacher.



THINK AND REMEMBER!

Skill: Recognition of details

Materials: Manila folder, 6½x9½ kraft envelope, spinner*, book pocket, sixty 2"x3" blank cards, list of detail words and phrases*.

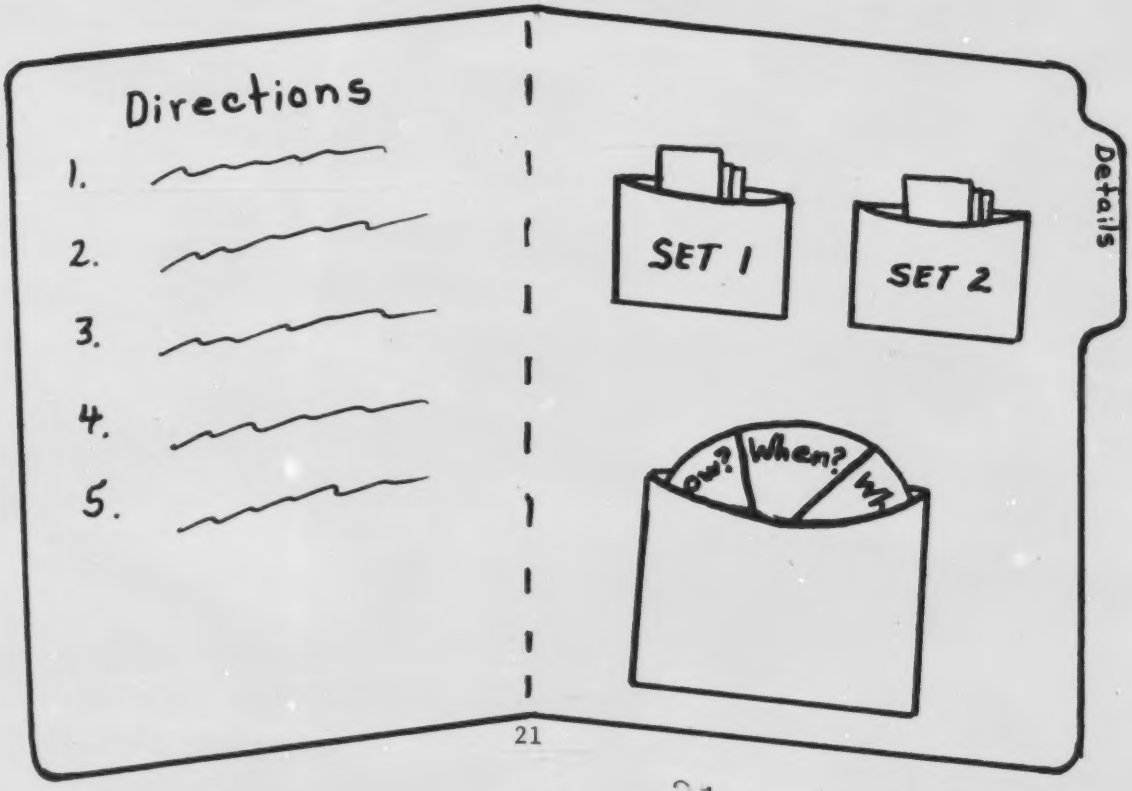


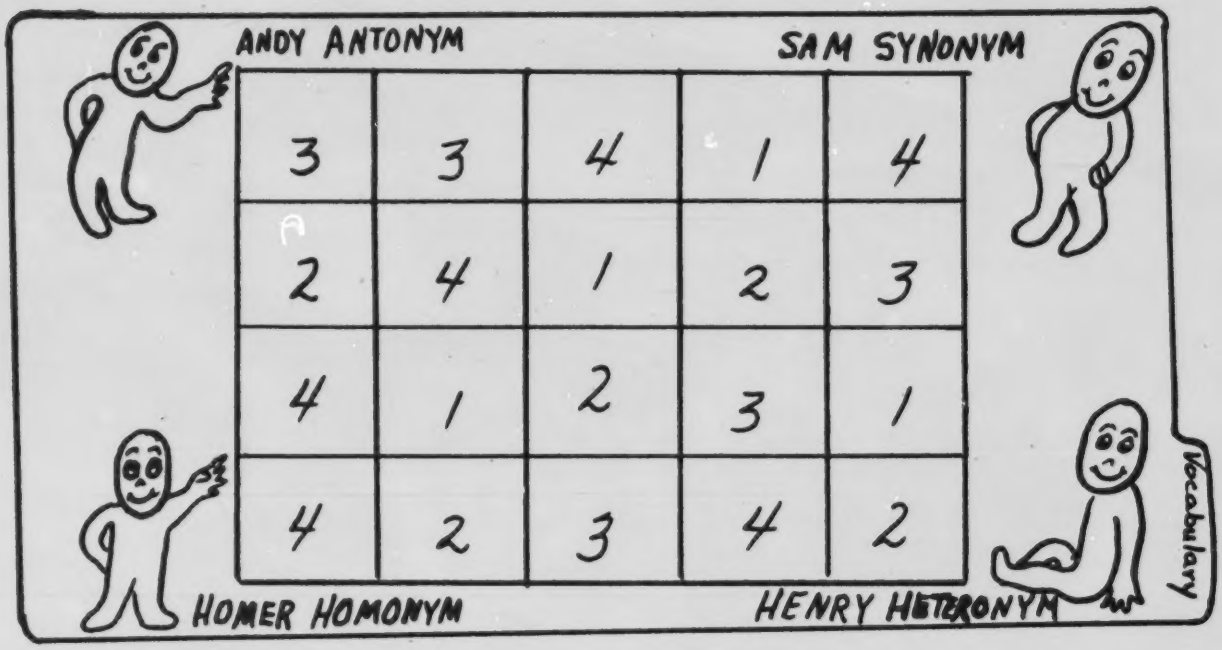
Construction Directions:

1. Write a phrase on each blank card. These phrases should answer the questions: Who? What? When? Where? Why? and How?
2. Make a spinner with 6 sections. Label the sections Who?, What?, When?, Where?, How?, and Why?
3. Glue pockets in folder.
4. Write directions in folder.

Directions for Students:

1. This is a game for two or more players.
2. Spread a set of cards face down on your desk.
3. First player spins the spinner and then turns up a card of his choice. If the word or phrase answers the question on the spinner, the player keeps the card and spins again. If he is not correct, the next player spins.
4. Think! Try to remember where you see certain answers so you can find them to answer the question shown on the spinner.
5. The player with the most cards wins the game.





THE ONYMS

Skills: Synonyms, antonyms, homonyms, heteronyms

Materials: Manila folder, felt pens, book pockets, glue, ruler, 2"x2" blank cards, list of "onym words"*.

Construction Directions:

1. Draw gameboard on folder.
2. Write directions on back of folder.
3. Glue pockets on back of folder to store cards.
4. Write "onyms" on blank cards. Color code pockets and cards.

Directions for Students:

1. Place cards from one set face up on gameboard.
2. Each player in turn tries to spot pairs of synonyms or antonyms. Cards are removed and player scores number of points shown on board. Replace cards from extras in deck.
3. When playing with homonyms player must give meanings of pairs.
4. When playing with heteronyms. Cards are turned face down. Player turns up one card and gives two pronunciations and a definition for each pronunciation.
5. Player with most points at end of playing time wins.

COMPOUND COMPANY

Skill: Compound words

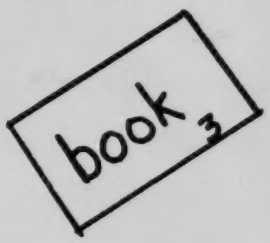
Materials: Manila folder, 2"x3" blank cards, book pocket, felt pen, glue, list of compound words*.

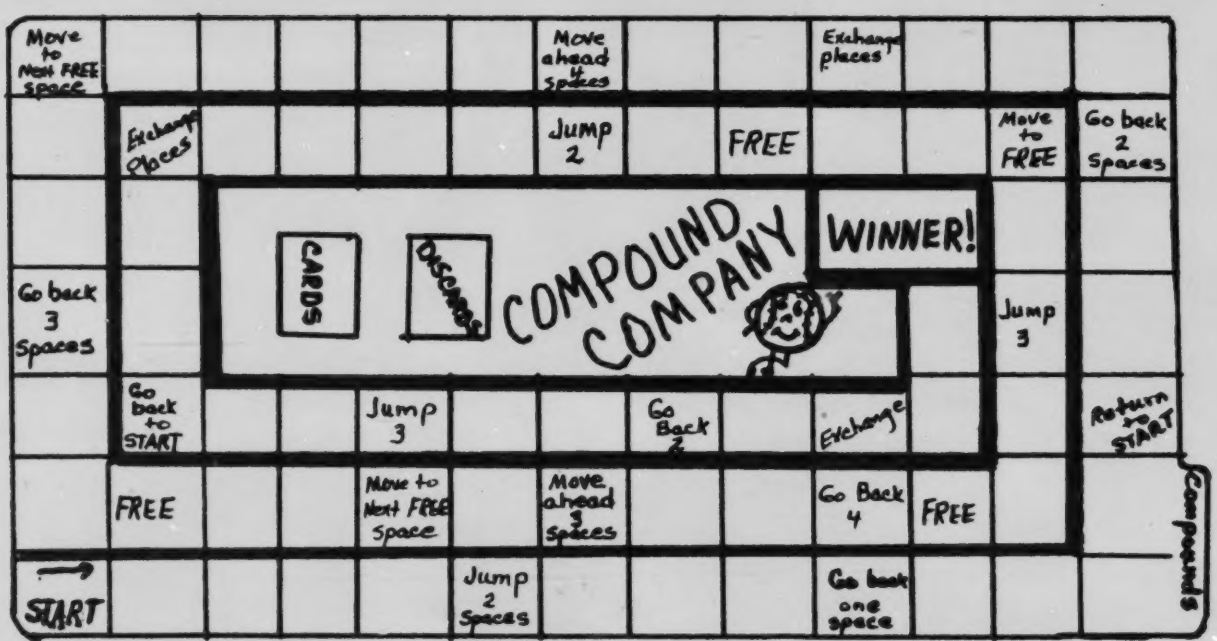
Construction Directions:

1. Draw gameboard on folder.
2. Write half of a compound word on each blank card. Number each card 1, 2, 3, or 4.
3. Notch upper right corner of cards This will help keep cards straight with right side down.
4. Write directions on back of folder.
5. Glue pocket on back to store cards.

Directions for Students:

1. This is a game for 2 or more players. You will need a marker for each player.
2. Shuffle cards. Turn face down on CARD space.
3. First player turns up the first card. If she can make a compound word using that word she moves the number of spaces shown on the card. If she cannot, she stays on that space. Turn cards face down on the DISCARD space.
4. Follow the directions on the gameboard.
5. First player to reach WINNER space wins the game.





PREFIX PARADE

Skill: Prefixes (meaning)

Materials: Manila folder, felt pen, arrow for spinner, brass brad, list of prefixes with meanings* (for checking), envelope.

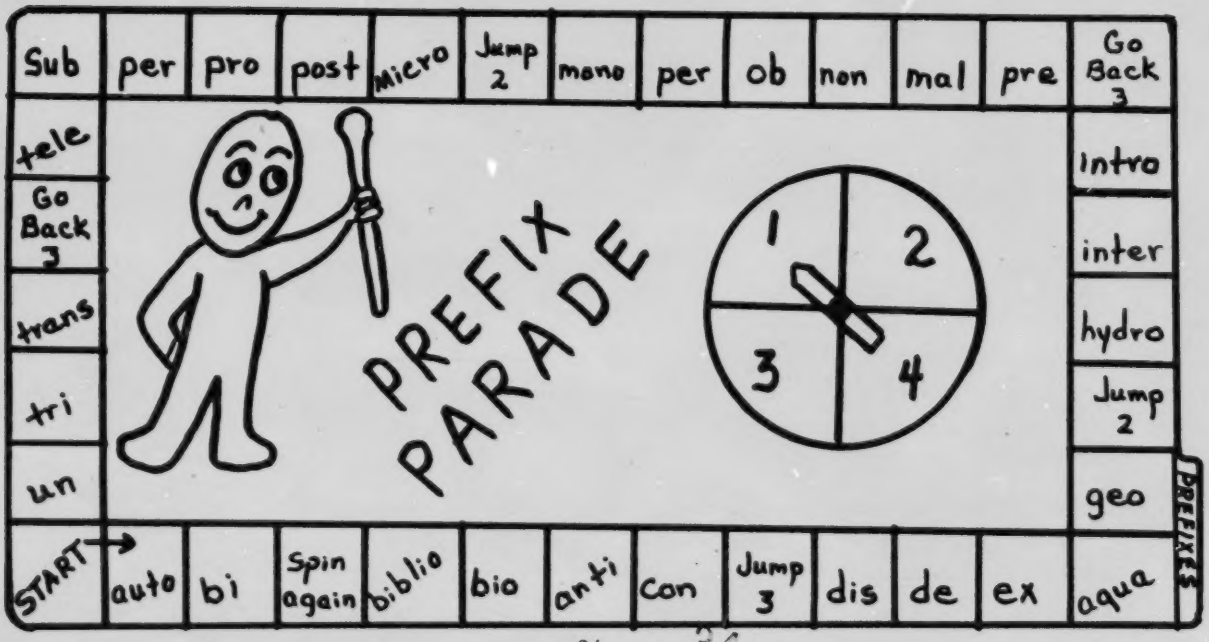
Construction Directions:

1. Draw gameboard on folder.
2. Make spinner.
3. Glue envelope to back of folder to store checking sheet.
4. Write directions on back.

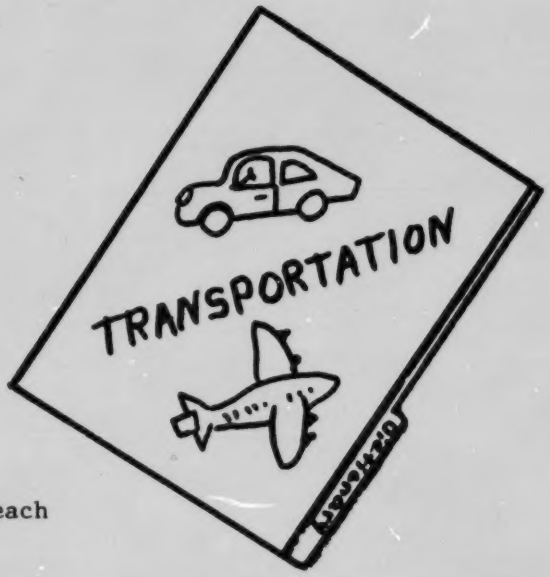
Directions for Students:

1. This is a game for 2 or more people. You will need a marker for each player.
2. See if you can march around the Prefix Board. First player spins spinner and moves the number of spaces shown. Player may stay there if she can give the meaning of the prefix. If not she must return to previous position (space occupied before spinning). If meaning is given, player earns the right to give a word using the prefix. If a correct word is given she spins for another turn. If an acceptable word is not given the next player spins.
3. Score 1 point for meaning and 1 point for word.
4. Player with highest score at end of playing time wins.

Hint: Check words by looking them up in dictionary.



TRANSPORTATION



Skills: Dictionary Study Skills
Categorizing

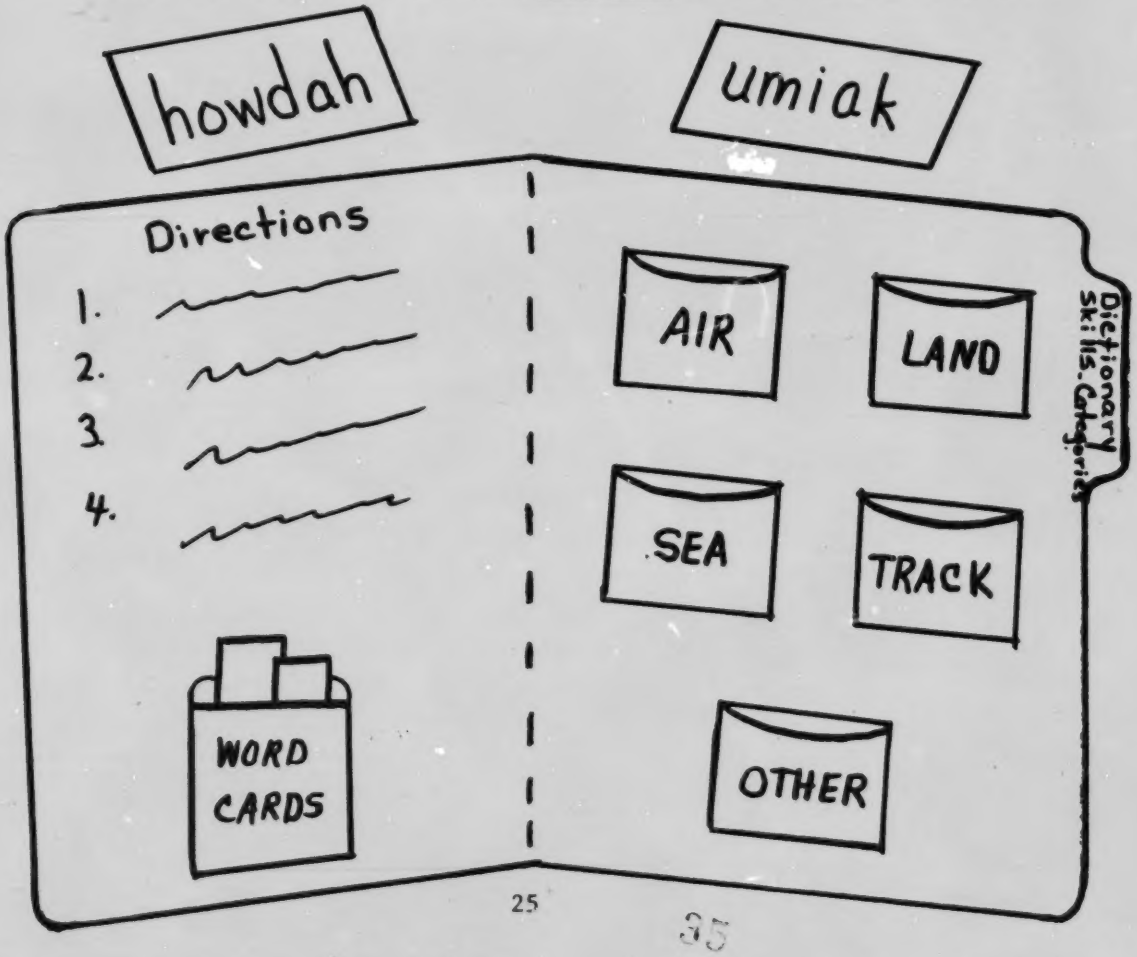
Materials: Manila folder, book pockets, felt pen, glue, 1½"x4" blank cards, methods of transportation list.*

Construction Directions:

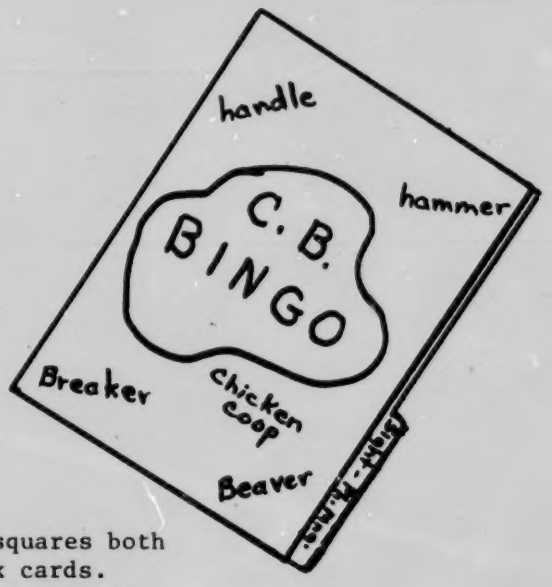
1. Glue pockets to folder and label.
2. Write one method of transportation on each blank card.
3. Write directions on folder.

Directions for Students:

1. Classify these methods of transportation by placing the cards in the correct pocket.
2. Don't guess! If you're not positive of your answer, look it up in your dictionary.
3. For each one that you place in the OTHER pocket write its name on a sheet of paper and tell <u>what</u> <u>kind</u> of transportation it is.



C. B. BINGO



Skills: Sight vocabulary, word and phrase meaning

Materials: 5"x8" plain index cards (for Bingo Cards), 1½"x3" plain cards (for "calling" cards), felt pens, list of C.B. terms*, book pocket, 6½"x9" kraft envelope.

Construction Directions:

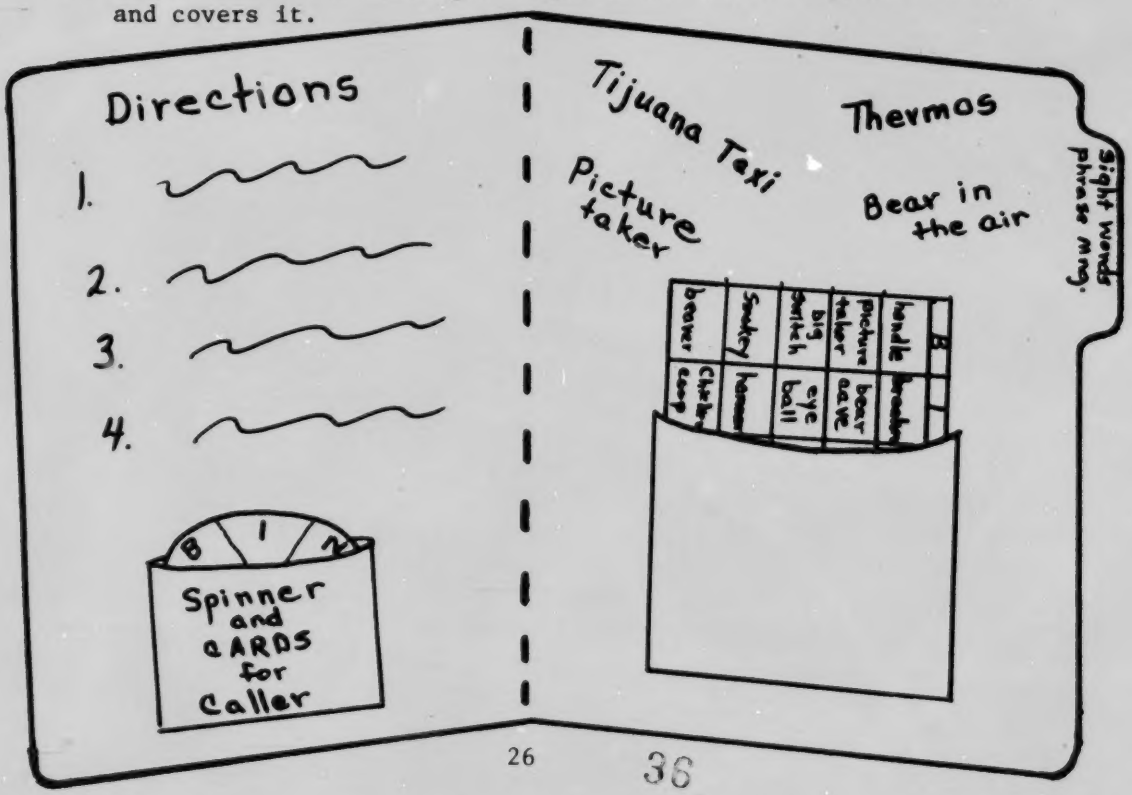
1. Make Bingo cards by drawing 5 rows of squares both vertically and horizonally on the index cards.
2. Write a slang term in each square. Leave one Free.
3. Write same slang term in the 1½x3 cards. Write meanings on back in another color.
4. Assemble playing parts in folder.
5. Write directions on folder.
   Score according to traditional BINGO rules.

Directions for Students:

1. Caller reads slang term. Player finds and covers the term on the Bingo Card.

   or

2. Caller reads the meaning. Player finds the C.B. phrase or word and covers it.



LABEL LESSONS

Skills: Literal and implied comprehension.

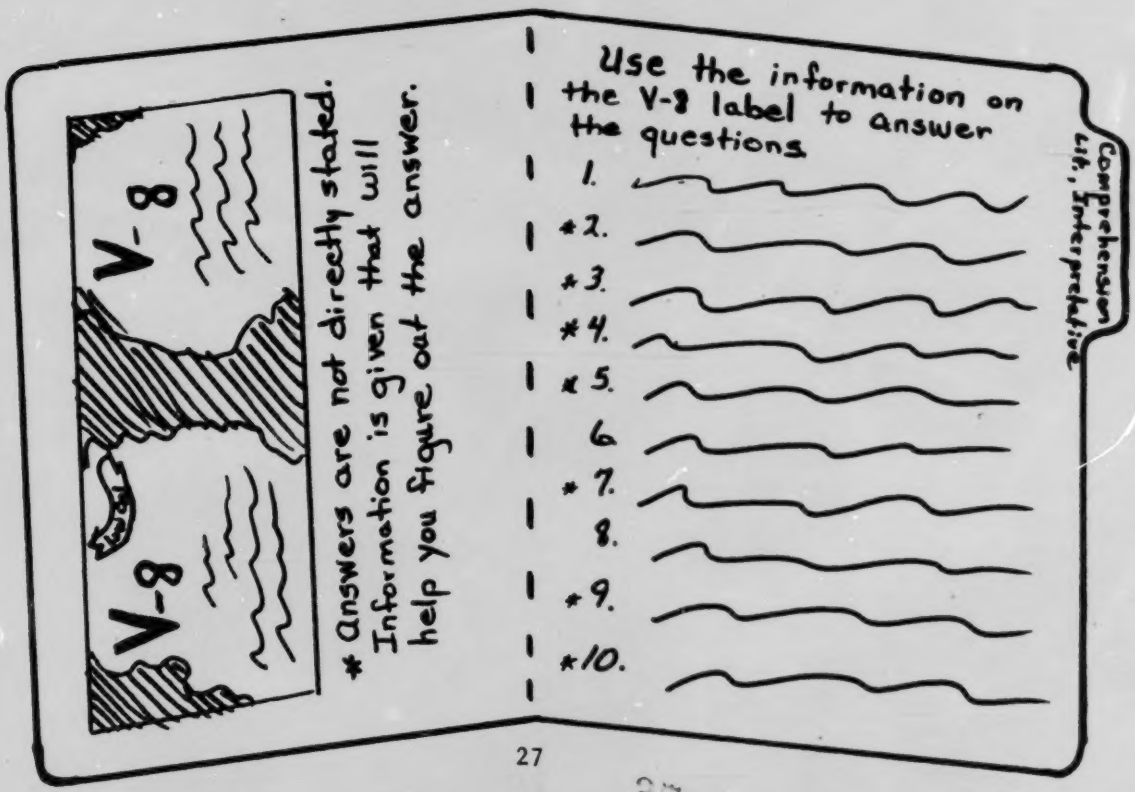
Materials: Label, manila folder, felt pen.

Construction Directions:

1. Glue label to left side of folder.
2. Write questions on right side. Put asterisks beside implied questions.

Sample: V-8 Label

-What company makes V-8 cocktail Vegetable Juice?
*Why is it called V-8 juice?
*How many calories are contained in the whole can of juice?
*Could this juice supply the daily recommended allowance of protein? If so, how much would you need to drink each day.
*To what conclusion does this lead you regarding the protein value of vegetables?
-What are the 2 ways this juice can be served?
*Why would this drink be recommended to someone on a weight-losing diet?
-In what geographical location is this juice produced?
*How can you tell that the vegetables used in this drink were picked at "just the right time"?
*What conclusions can you draw concerning vegetables as a source of Vitamin C?



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RHYME - TIME

Skill: Rhyming words

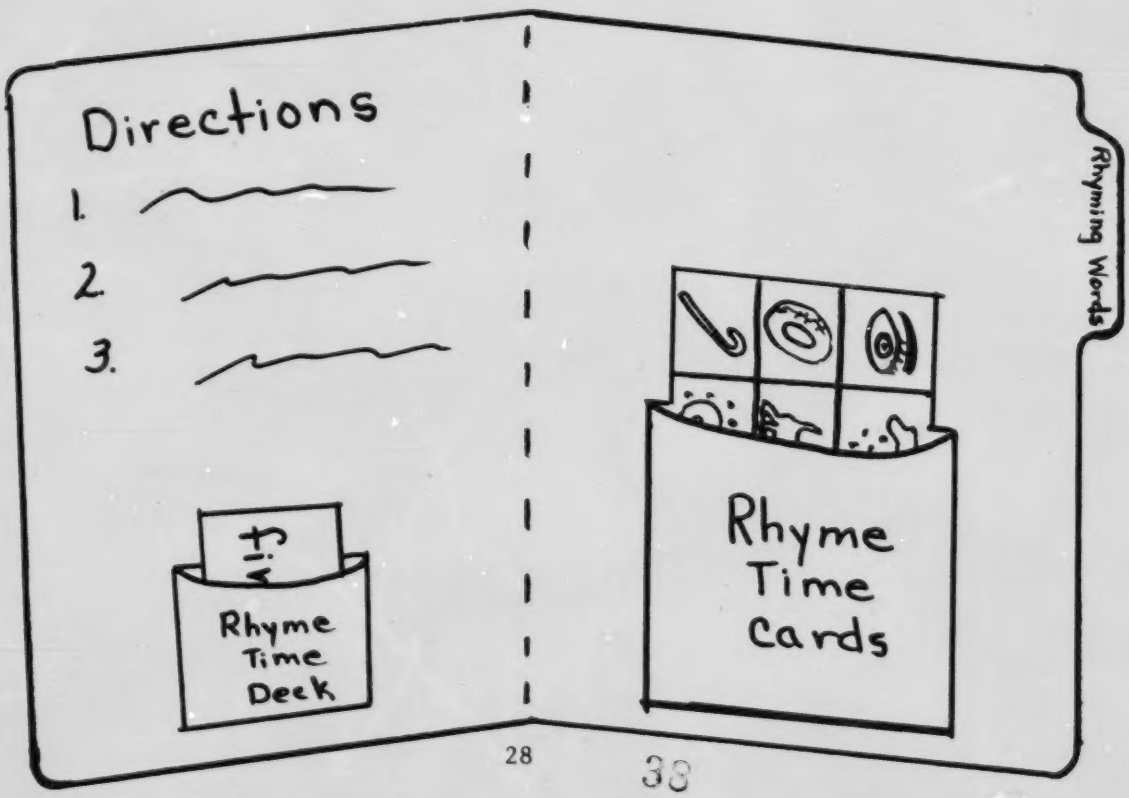
Materials: Manila folder, 5"x8" cards (10), 4"x6" cards cut into 1½"x4" strips, glue, book pockets, 6½x9½ kraft envelope, felt pen, set of small pictures.

Construction Directions:

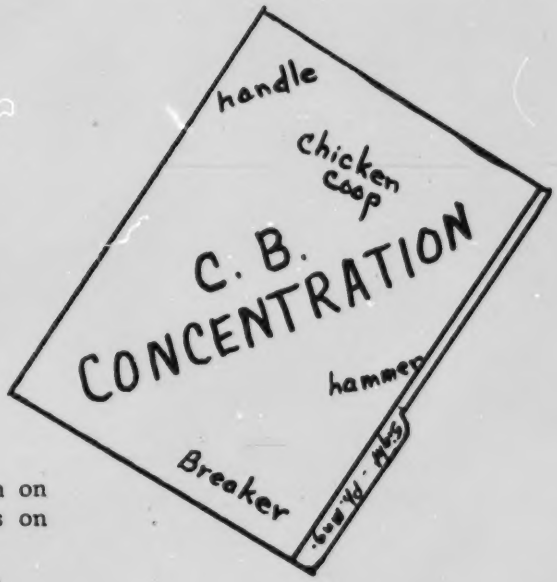
1. Glue kraft envelope and pocket to folder.
2. Glue 9 small pictures to each 5x8 card, 3 rows, 3 in each row.
3. Write rhyming words on 1½"x4" cards.
4. Write directions on folder.

Directions for Students:

1. You will need a Rhyme-Time card and several markers for each player.
2. Teacher mixes word cards and turns them face down. One word at a time is called.
3. Each player covers a picture that rhymes with the word called.
4. Player who gets three-in-a-row covered calls "Rhyme-Time" and then names the rhyming pictures as the teacher checks.



C. B. CONCENTRATION



Skills: Sight vocabulary, word and phrase meanings

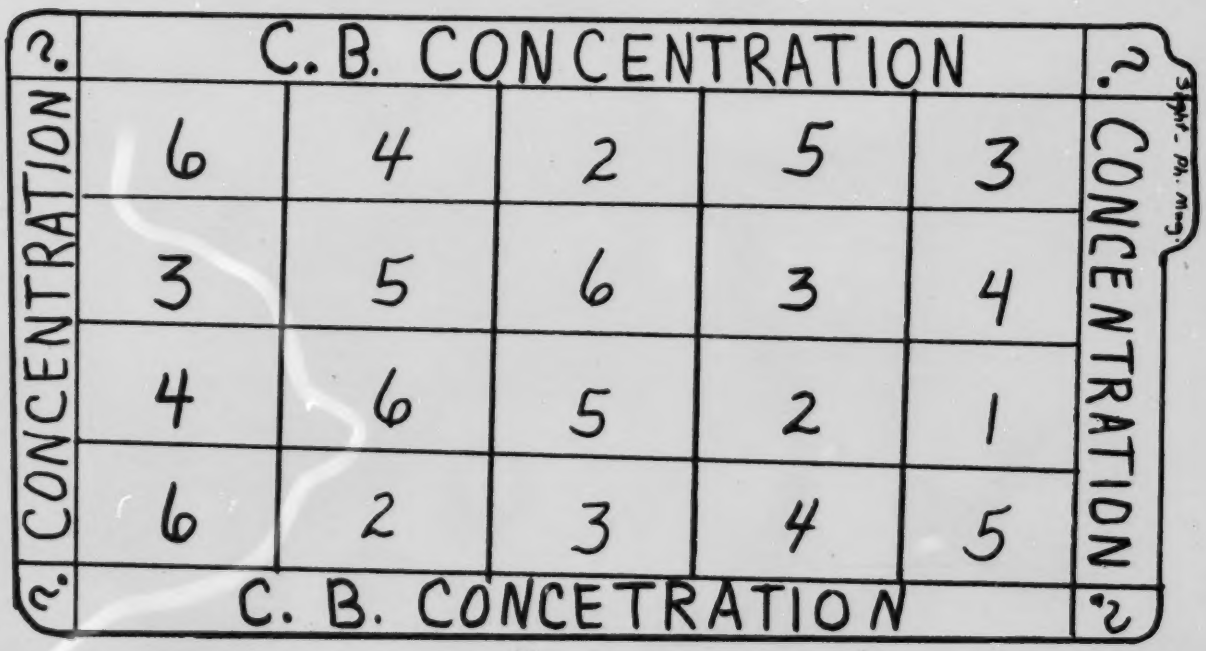
Materials: Manila folder, 2"x3" cards, felt pen, list of C.B. slang terms*, book pocket.

Construction Directions:

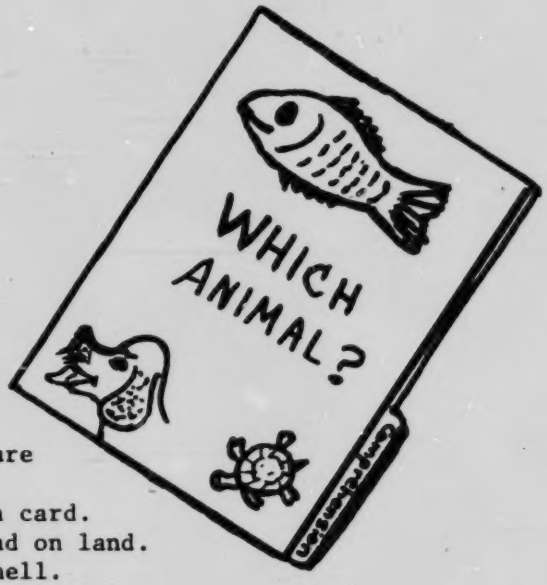
1. Select 10 C.B. slang terms. Write them on 2"x3" cards in red. Write the meanings on cards in black.
2. Draw the gameboard as shown in drawing.
3. Write directions on back of folder.
4. Glue book pocket to back of folder to store cards.

Directions for Students:

1. Place the cards face-down on the numbered squares.
2. The first player turns up 2 cards, one at a time. If the cards match (C.B. slang matches a meaning card) the player keeps the card and scores the number of points shown on the squares (add the two numbers).
3. If the cards do not match turn them face-down for the next player.
4. Concentrate on where certain cards are so you can match them with the meaning cards.
5. Player must read the cards aloud.
6. The player with the most points wins.



WHICH ANIMAL?



Skill: Reading for details

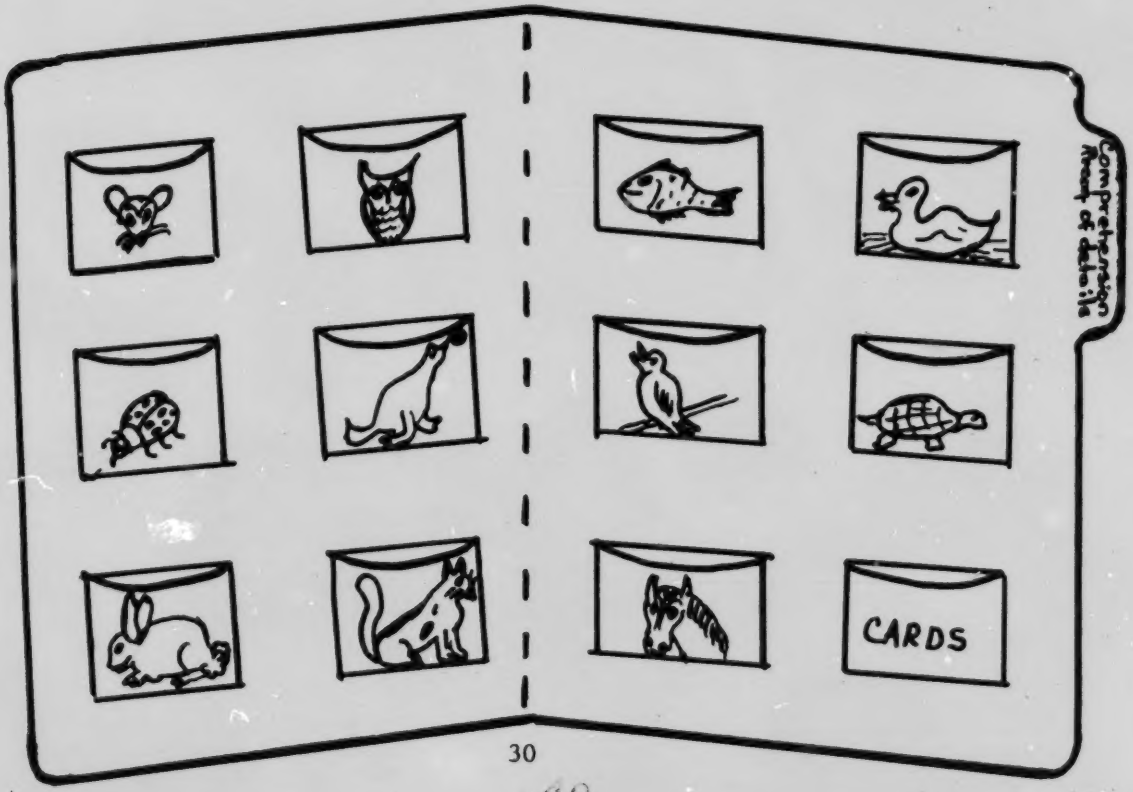
Materials: Manila folder, book pockets, set of small animal pictures, 1½"x4" blank cards, felt pen, glue.

Construction Directions:

1. Glue pockets to folder. Glue one picture to each pocket.
2. Write statements about each animal on a card. Example: This animal lives in water and on land. It moves very slowly. It has a hard shell.
3. Write some extra descriptive cards.
4. Write directions on the back of the folder.

Directions for Students:

1. Read each card carefully. Pay attention to all the details.
2. Decide which animal it describes. Put the card in the pocket with that animal's picture on the front.
3. You will have some cards left over. Leave those in the CARD pocket.



FOLLOW THE FOOTSTEPS

Skill: Digraphs

Materials: Manila folder, felt pens, kraft envelope, spinner*

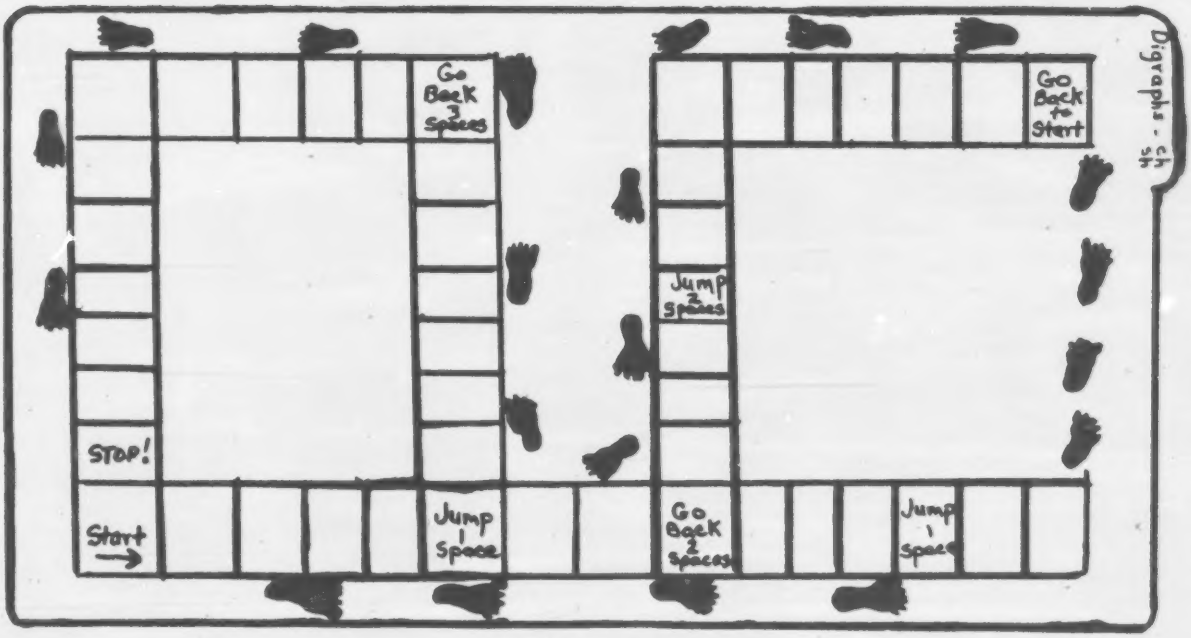
Construction Directions:

1. Draw game board.
2. Write words containing specific digraphs on spaces. Example: chest, chart, chair, chain, ship, share, etc.
3. Write directions on back of folder.
4. Glue envelope on back of folder to store spinner

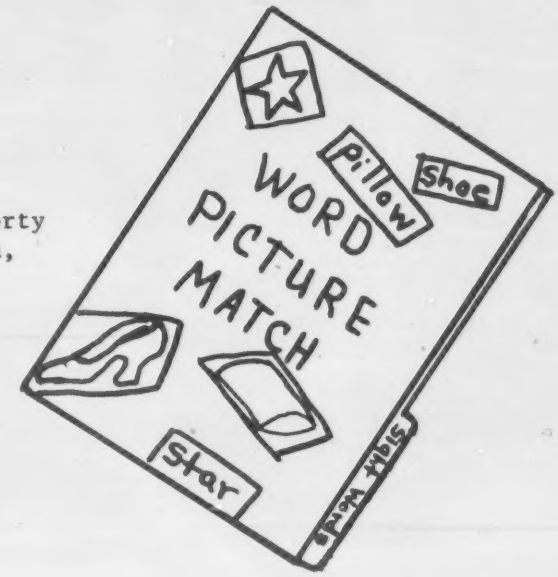
NOTE: Make additional game boards for other digraphs.

Directions for Students:

1. You will need a marker for each player and one spinner.
2. First player spins spinner and moves the number of spaces shown.
3. Pronounce the word on that space. If you are incorrect go back to the space you were on before spinning.
4. The first player to reach [STOP!] wins.



WORD-PICTURE MATCH



Skill: Sight words

Materials: Manila folder, 2 book pockets, forty 2"x3" blank cards, glue, felt pen, set of small pictures.

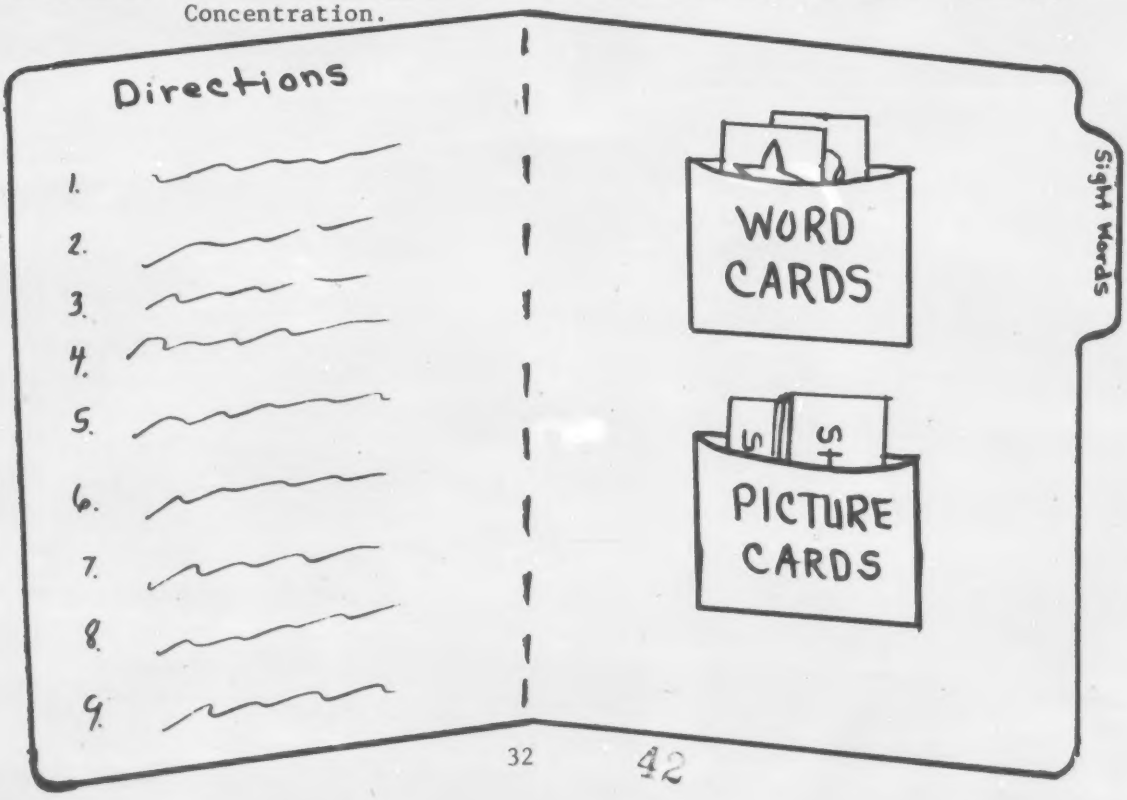
Construction Directions:

1. Glue 1 picture to each of 20 cards.
2. Write the name of each picture on the remaining 20 cards.
3. Glue pockets in folder. Label.
4. Write directions in folder.

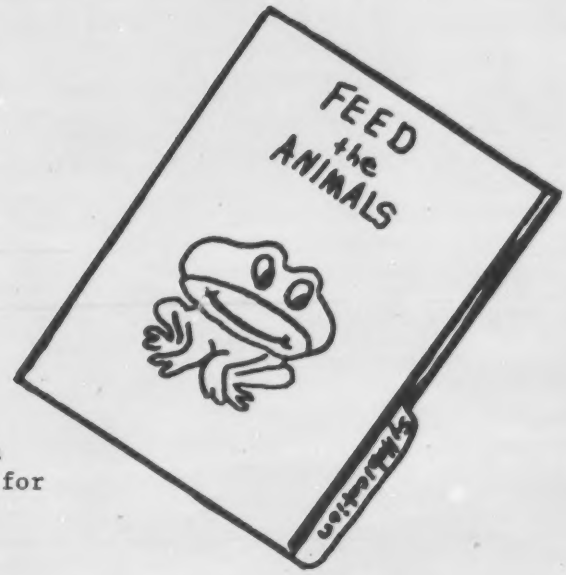
Directions for Students:

1. This is a game for 2 players.
2. Shuffle the word cards. Deal 10 to each player, face down.
3. Place picture cards in a stack, face up.
4. First player turns up first card in his stack. If it matches the picture and player can pronounce it; a pair is made.
5. Play continues until player cannot make a pair.
6. Next player can make a match if his card matches the picture.
7. Each player continues turning up a card, one at a time, in turn, until a match is made.
8. When stack runs out, turn it over and start again.
9. Player with the most pairs wins.

Alternate: Select 6 pairs. Mix them. Turn face down on desk. Then play Concentration.



FEED THE ANIMALS



Skill: Syllabication

Materials: Manila folder, book pockets, felt pens, glue, small pictures.

Directions for Construction:

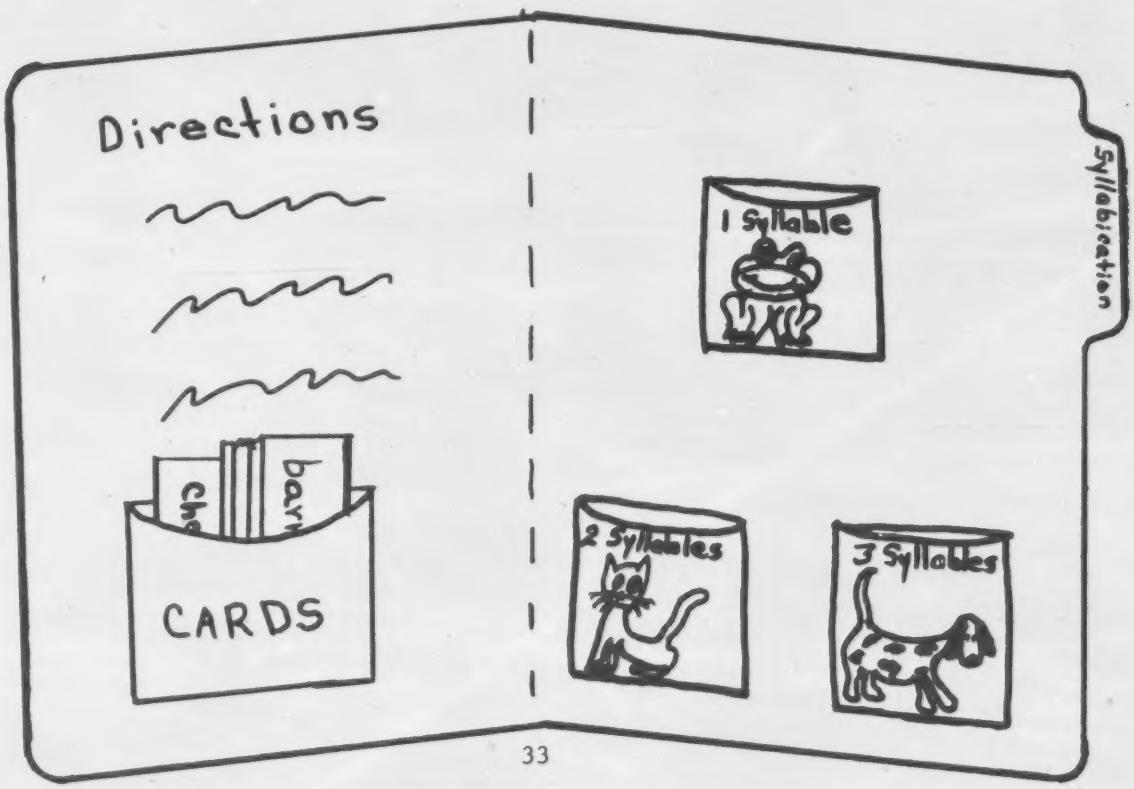
1. Glue 4 pockets in the folder.
2. Glue pictures of 3 different animals on 3 pockets. Leave the fourth one blank for the word cards.
3. Write directions.

Directions for Students:

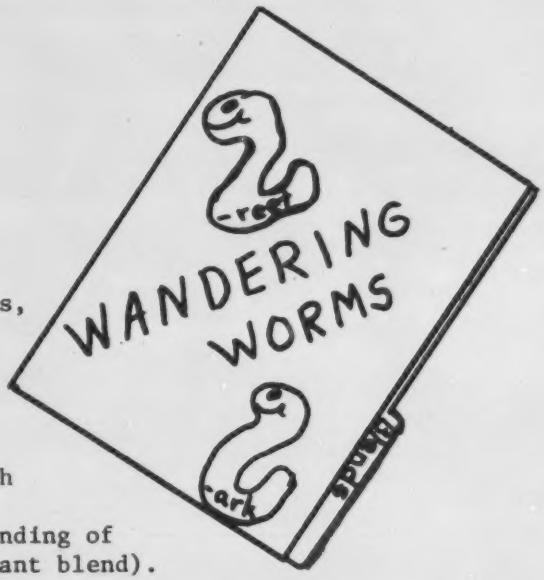
"Feed" the animals by placing word cards in the pockets.

Remember:

The frog only "eats" 1-syllable words.
The cat only "eats" 2-syllable words.
The dog only "eats" 3-syllable words.



WANDERING WORMS



Skill: Blends

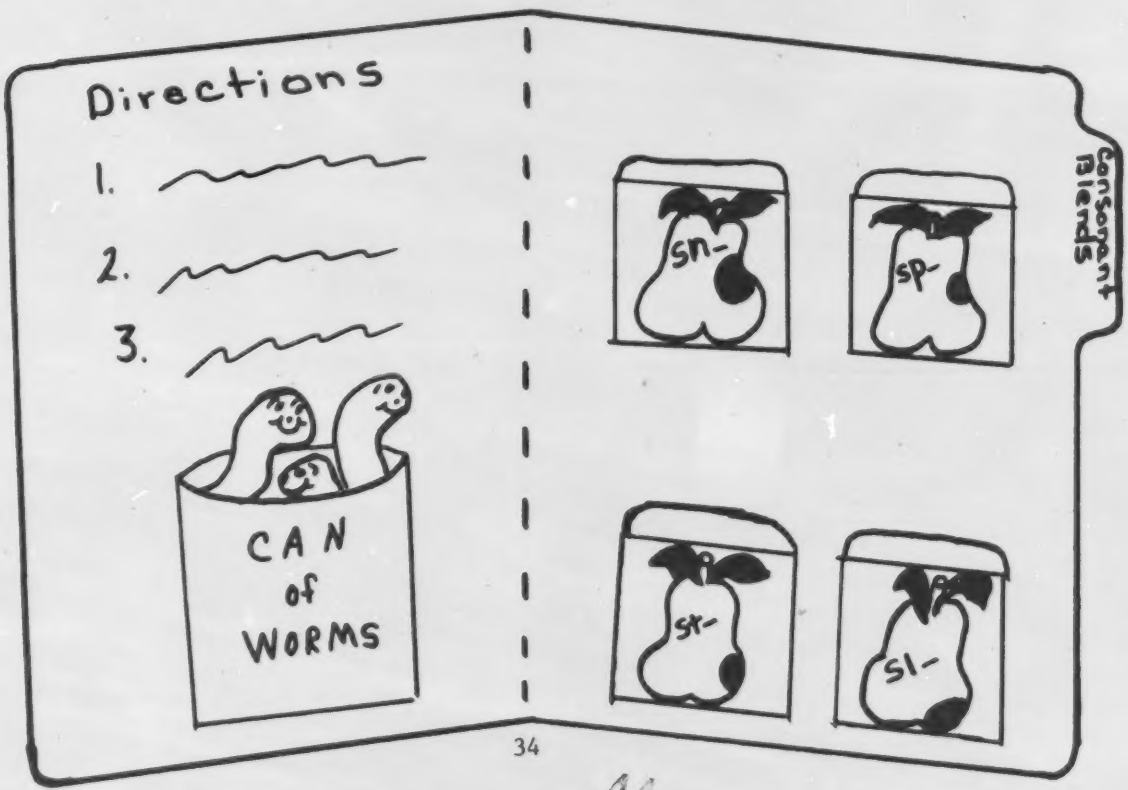
Materials: Manila folder, book pockets, 4"x6" plain index cards, felt pens, glue, list of "blend" words*.

Construction Directions:

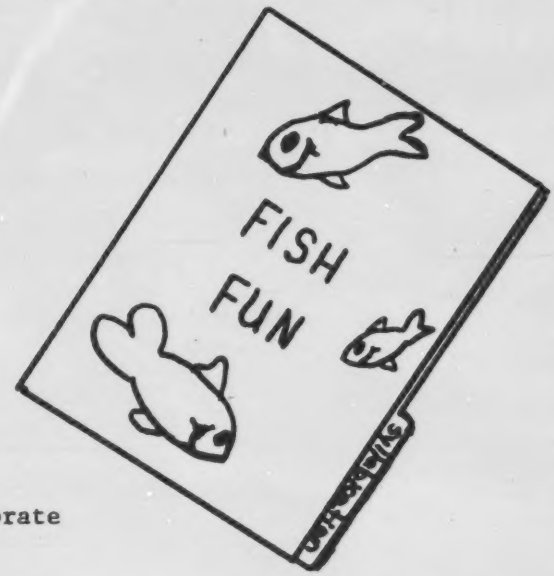
1. Glue pockets in folder.
2. Draw a pear on each pocket. Label each with a different blend.
3. Cut "worms" from plain cards. Write ending of word on each worm (omitting the consonant blend). Example: --ake.
4. Store "worms" in the CAN OF WORMS.
5. Write directions on folder.

Directions for Students.

1. Look at the word on a worm. Which pear has the blend to make the word complete?
   Place it in the pocket with that pear.
2. When you finish make a list of your words.
3. Pronounce them to a buddy.



FISH FUN



Skill: Syllabication

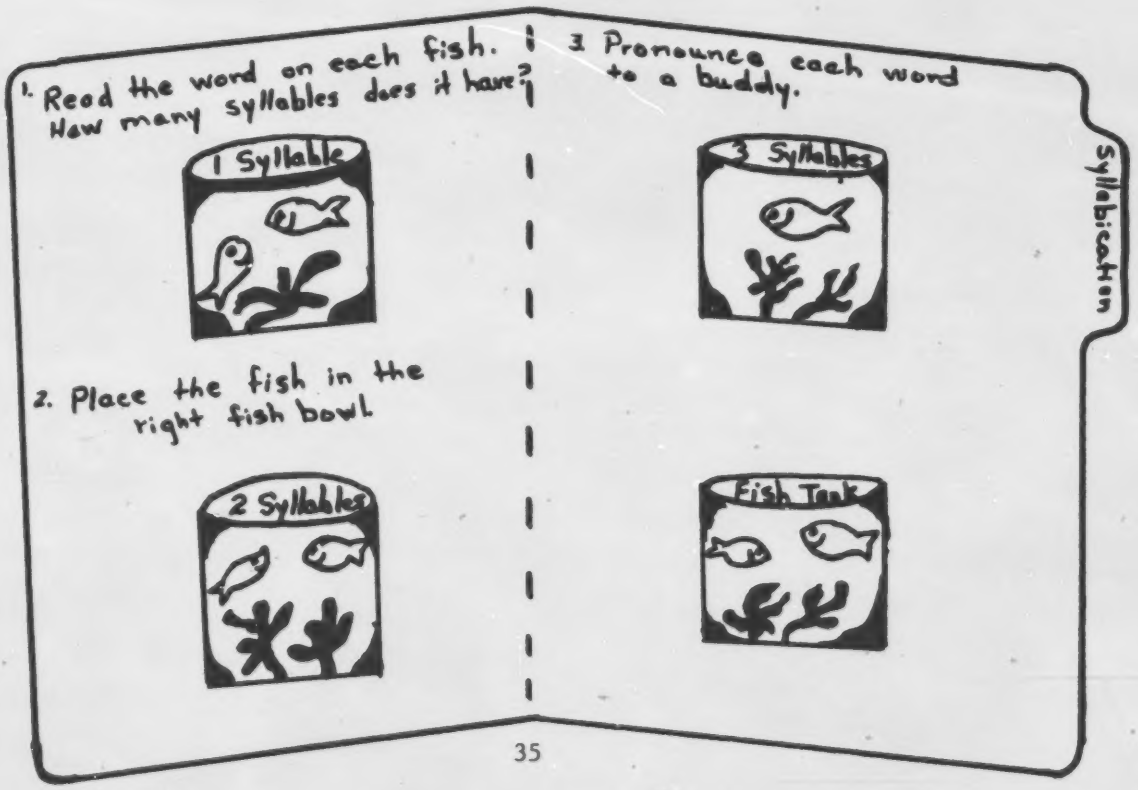
Materials: Manila folder, book pockets, 4"x6" plain index cards, glue, felt pens, list of one, two, and three syllable words*.

Construction Directions:

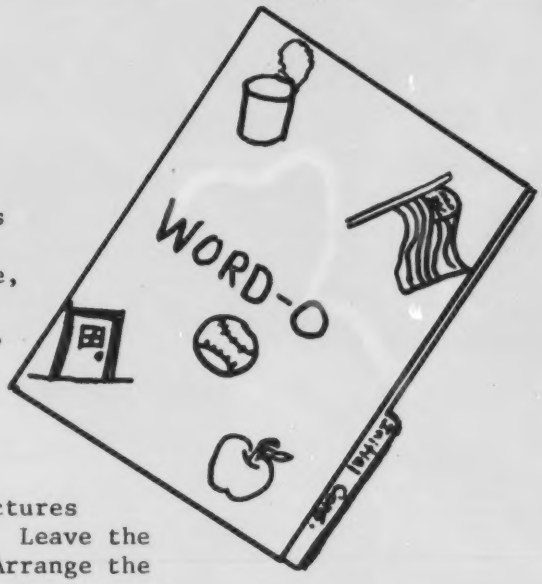
1. Glue book pockets in folder.
2. Draw a fish bowl on each pocket. Decorate with plants and fish.
3. Cut fish from 4"x6" cards.
4. Write a word on each fish. Store in FISH TANK.
5. Write directions on folder.
6. Write syllabication rules on back of folder for student's use.

Directions for Students.

1. Read the word on each fish. How many syllables does it have?
2. Place the fish in the right bowl.
3. Pronounce each word to a buddy.


1. Read the word on each fish. How many syllables does it have?
1 Syllable
2. Place the fish in the right fish bowl
2 Syllables
3 Pronounce each word to a buddy.
3 Syllables
Fish Tank
Syllabication

WORD - O



Skills: Initial consonants and Consonant blends

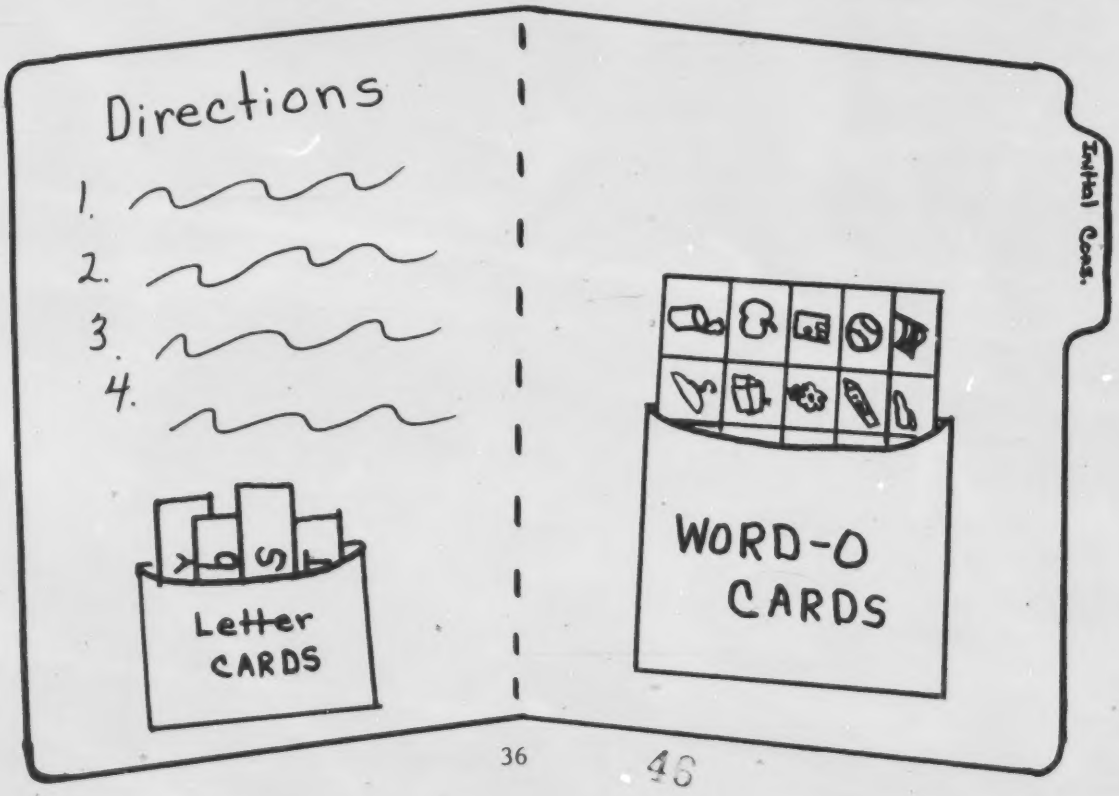
Materials: Manila folder, 6½x9½ kraft envelope, 5"x8" plain index cards, 3x5 plain index cards, book pocket, felt pen, glue, sets of small pictures of familiar objects.

Construction Directions:

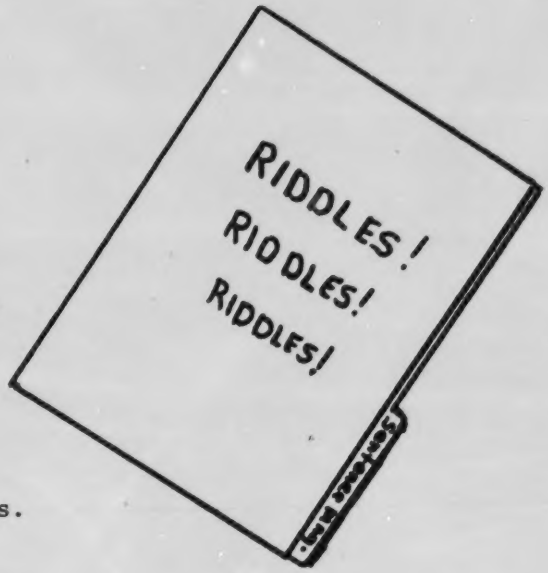
1. Glue pictures on 5"x8" cards - put 5 pictures in each row horizonally and vertically. Leave the center space blank. Label it FREE. Arrange the picutes in different order on each card.
2. Glue pocket and envelope in folder.
3. Write one consonant on each 3"x5" card. Include 2 or 3 of some consonants like b, c, d.
4. Write directions on folder.

Directions for Students:

1. Play this game like BINGO. Each player needs markers.
2. Teacher shows a consonant card. The players locate and cover a picture whose name begins with that letter or blend. Only one picture may be covered at a time.
3. When a player has 5-in-a-row. He calls "WORD-O".
4. Check by having player name pictures and beginning consonant or blend.



RIDDLES! RIDDLES! RIDDLES!



Skill: Sentence meaning

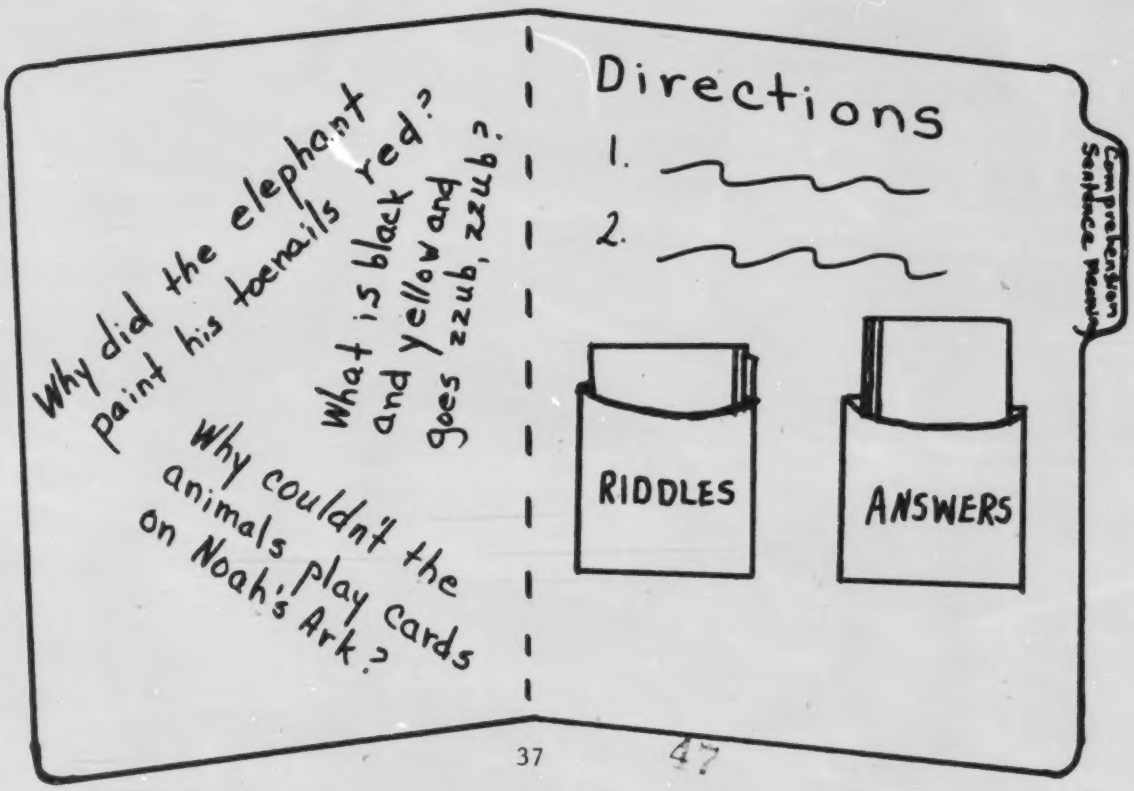
Materials: Manila folder, book pockets, felt pen, glue, 3"x5" plain index cards.

Construction Directions:

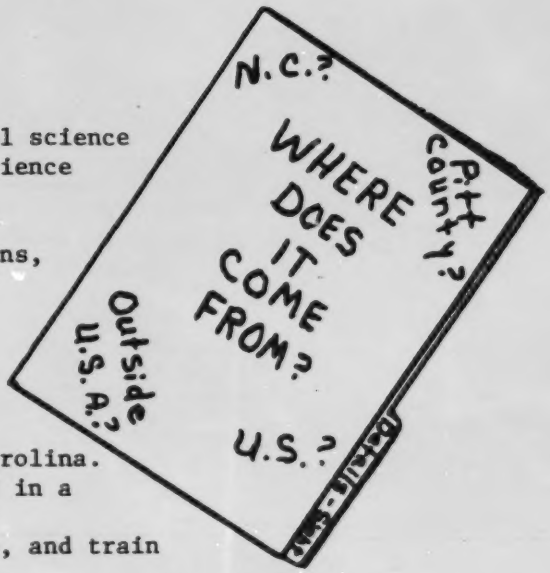
1. Glue book pockets to folder. Label.
2. Write riddles on index cards.
3. Write answers to riddles on index cards.
4. Write directions on folder.

Directions for Students:

1. Read the riddles on the cards.
2. Find the answer to each riddle on the Answer cards.
3. Match them. Be sure they make sense.
4. Can you add some riddles to the folder? Use the blank cards.



WHERE DOES IT COME FROM?



Skills: Recognizing details, sight words, social science facts (correlates with Gr. 2, Social Science chapter "Families Use Resources.")

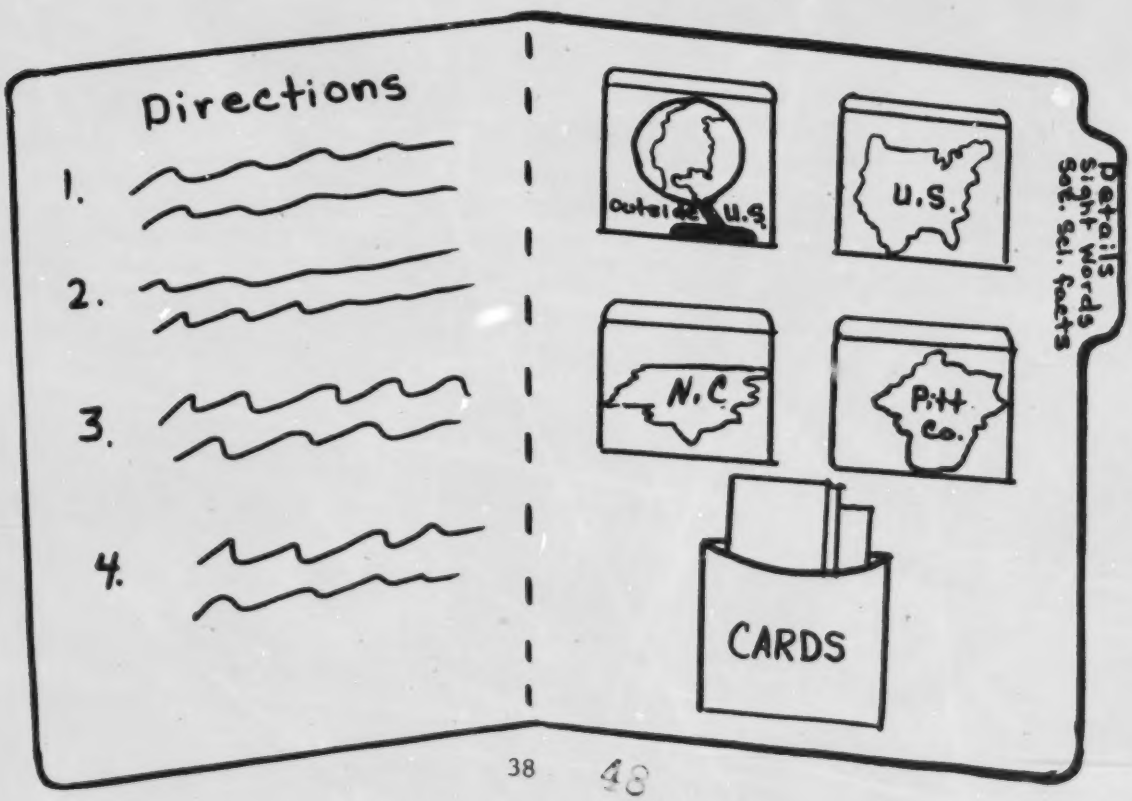
Materials: Manila folder, book pockets, felt pens, glue, 1½"x4" blank cards, 9"x12" colored poster board.

Construction Directions:

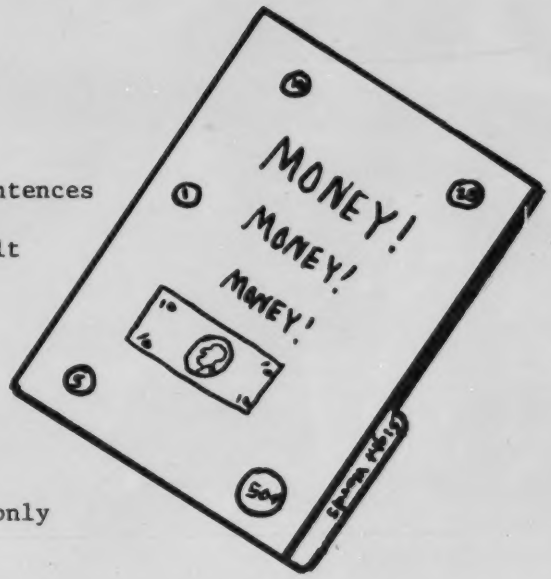
1. Glue book pockets in folder.
2. Label them: Outside U.S.A., U.S., Pitt County (or your own county), and North Carolina.
3. Write names of things that could be found in a local grocery store on the cards.
4. Make small cut-outs of truck, plane, ship, and train from the poster board.
5. Store cards and cut-outs in pocket.
6. Write directions on folder.

Directions for Students:

1. The words written on cards name things your family uses and could be found in a local grocery store.
2. Where did these things come from: somewhere in Pitt County, or somewhere in N.C., or somewhere in the U.S., or from outside the U.S.?
3. Put the card in the pocket that names the place you think it came from.
4. After all the word cards are in the pockets decide how those things could have gotten to the store,..by train, by plane, by ship, by truck. Find that cut-out and put it in the pocket. You may use more than one if you think it came to Greenville in more than one way.



MONEY! MONEY! MONEY!



Skills: Sight words, comprehending number sentences

Materials: Manila folder, 7 book pockets, felt pen, glue, 2x3 cards.

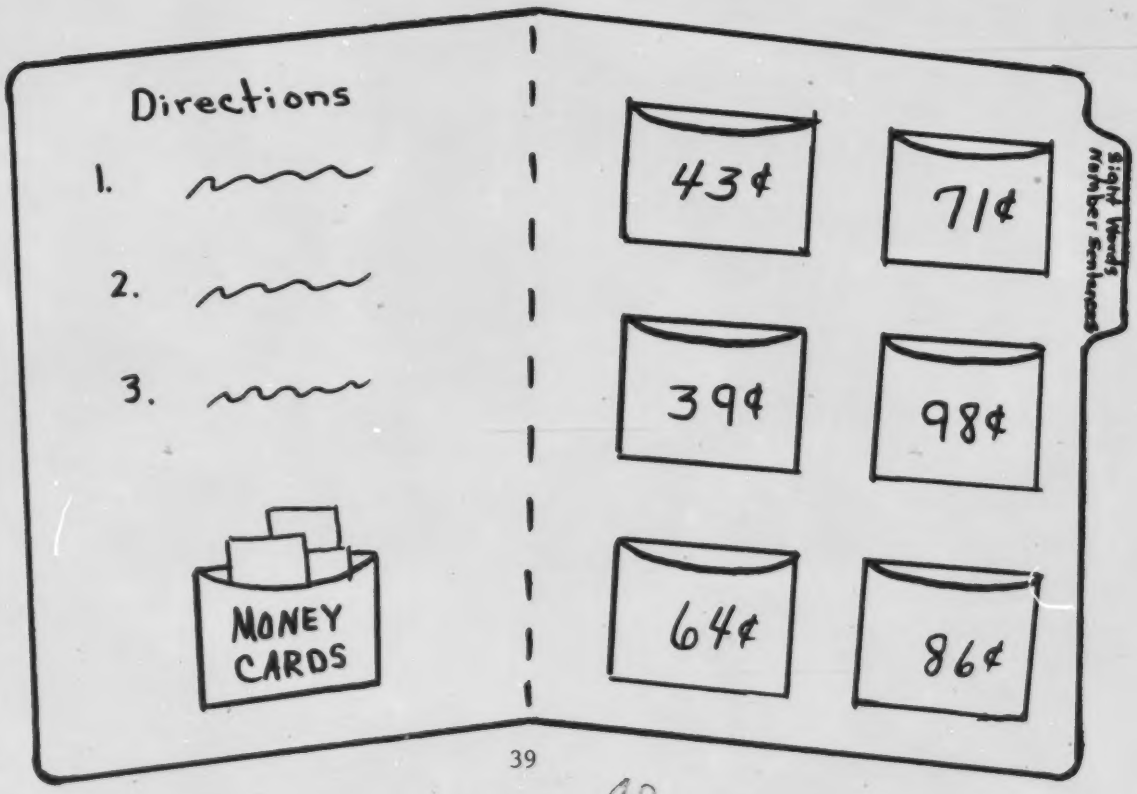
Directions for Construction:

1. Glue pockets to folder.
2. Write amounts of money on pockets. Use numerals.
3. Write directions on folder.
4. Write amounts of money on cards. Use only words.

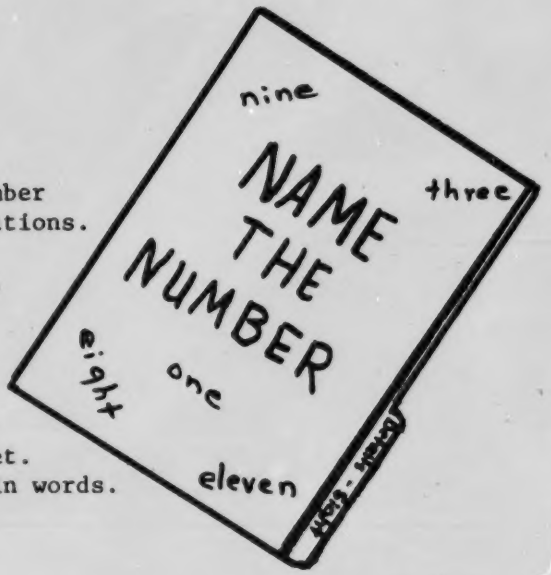
Directions to Students:

1. Read the amounts of money written on each card.
2. Decide which pocket has that same amount written in numerals. Place the card in the pocket.
3. Write the amounts on your paper and add if you need to.

One half dollar, one dime, two nickels and one penny.



NAME THE NUMBER



Skills: Sight words, reading for details, number concepts, application of number operations.

Materials: Manila folder, book pockets, glue, felt pen, 2"x3" cards.

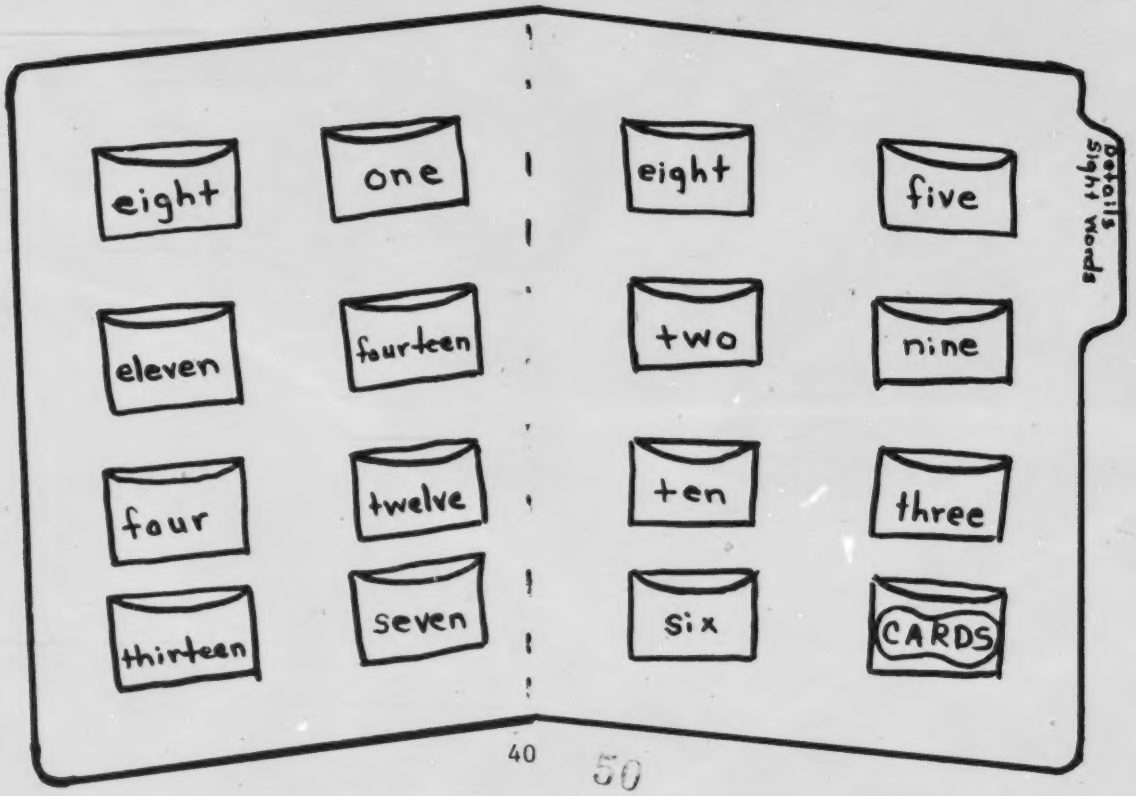
Direction for Construction:

1. Glue pockets in folder.
2. Write a number (in words) on each pocket.
3. Write number sentences on the cards - in words.
   Example: Twelve take away eleven.
4. Write directions on back of folder.

Directions for Students:

1. Read each card.
2. Put the card in the pocket that names the answer for the problem.

nine added to three.



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IT'S ABOUT TIME!

Skills: Sight words, math terms, following directions

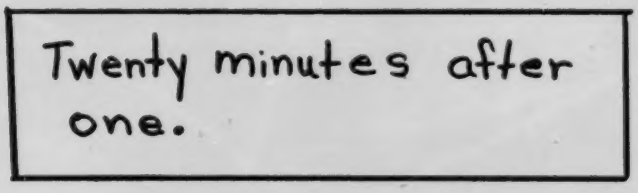
Materials: Manila folder, book pockets, felt pen, glue, 2x3 blank cards.

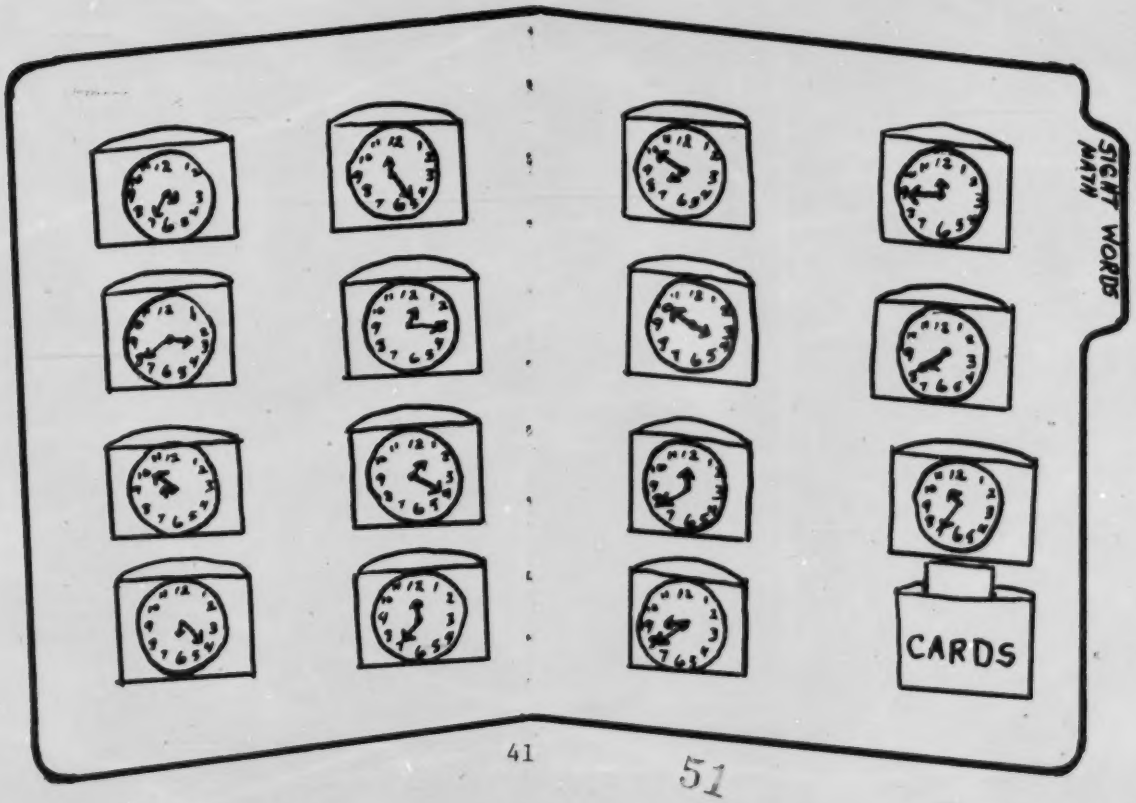
Directions for Construction:

1. Glue book pockets in folder.
2. Draw clock face on each pocket.
3. Write time on cards in words.
   Example: Three: thirty-five
   or
   Twenty-five minutes before four
4. Write directions on folder.

Directions to Students:

1. Read the time on each card.
2. Put the card in the pocket with the clock showing that time.

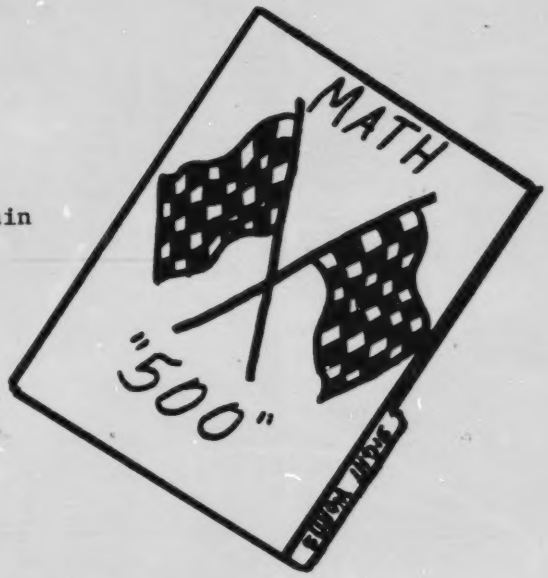




MATH "500"

Skills: Sight words and math vocabulary

Materials: Manila folder, felt pen, 2"x3" plain cards, book pockets.

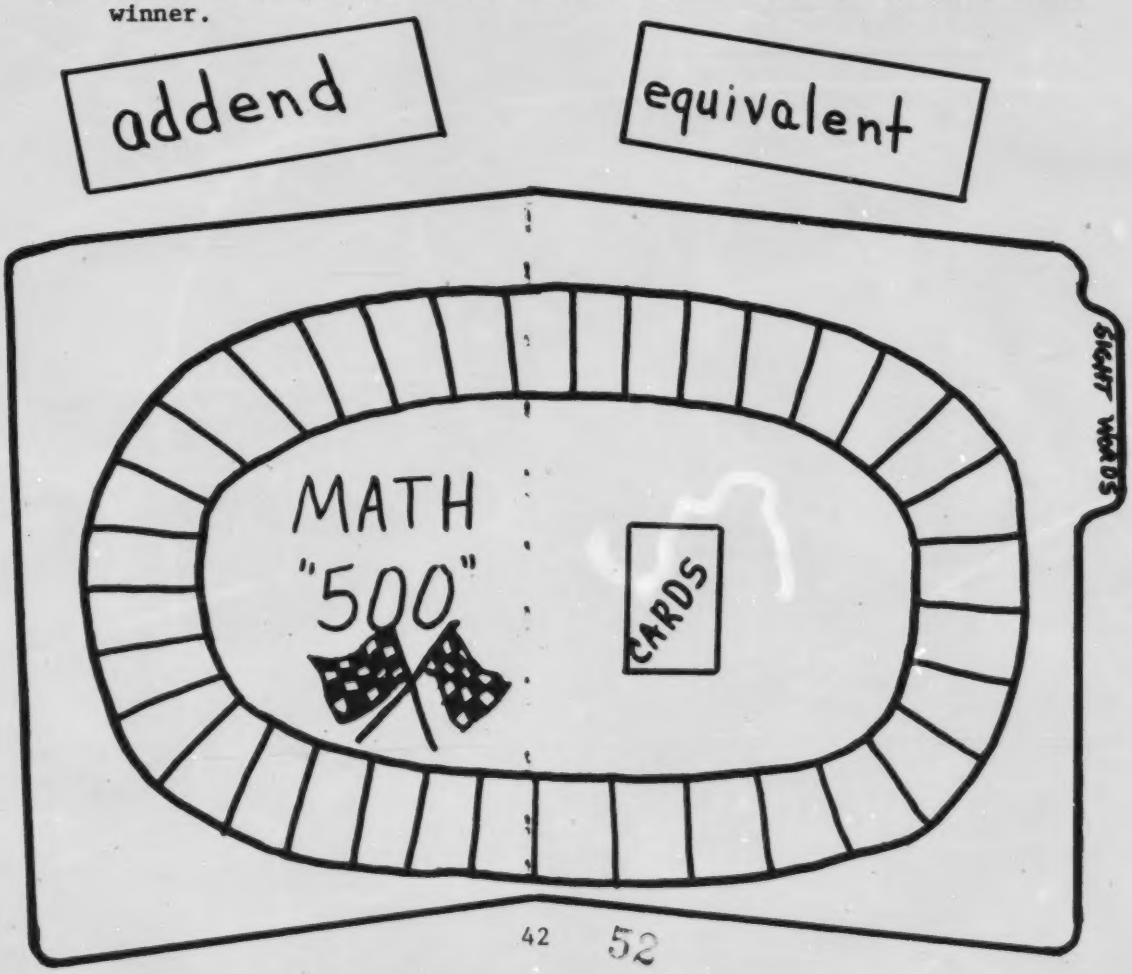


Directions for Construction:

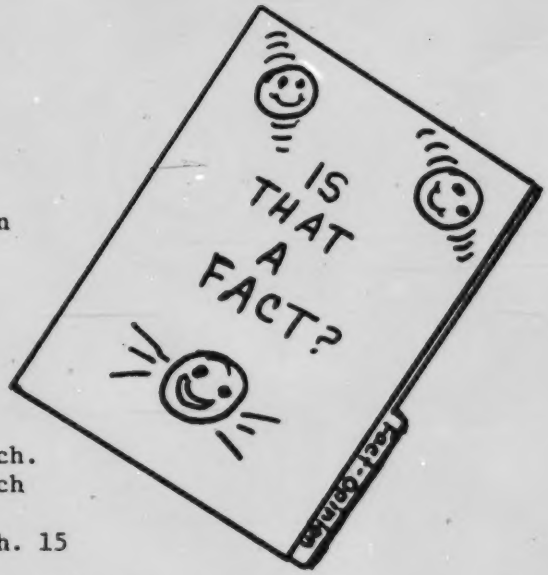
1. Draw race track on inside of folder.
2. Write a math word on each of the cards.
3. Glue book pocket on back of folder to store word cards.
4. Write directions on back of folder.

Directions for Students:

1. This is a game for 2 or more players.
2. You will need a "car" for each player.
3. Place a set of cards on the gameboard.
4. The first player starts the race by drawing a card and pronouncing the word. If she is correct, she "drives" her car to the next space. She continues to draw a card, pronounce the word, drive to the next space until a word is missed. When a word is missed, the car moves backward two spaces. (Allow 3 seconds to pronounce a word.)
5. The first player to "drive" her car around the track 3 times is the winner.



IS THAT A FACT?



Skills: Comprehension of content area facts (science, social studies, etc.)
Recognition of true-false and opinion statements.

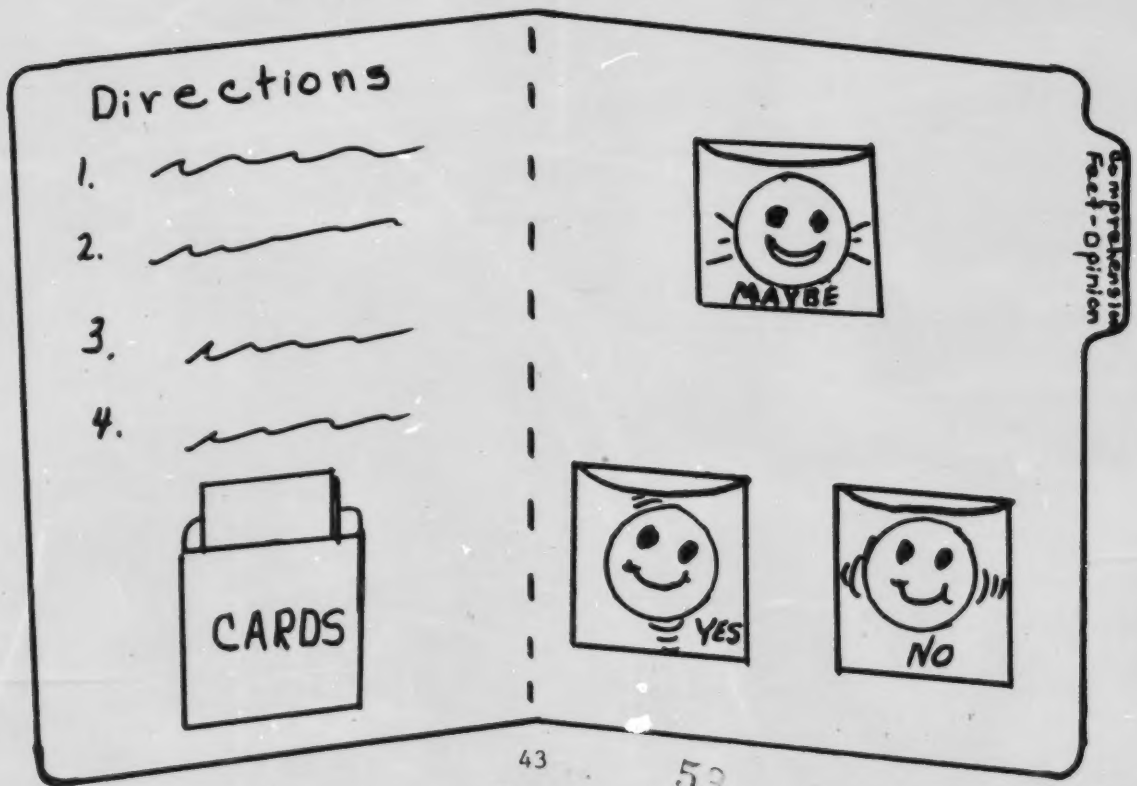
Materials: Manila folder, book pockets, 3x5 plain index cards, felt pen, glue.

Construction Directions:

1. Glue book pockets in folder. Label each.
2. Write one statement from content on each card.
   Example: Grade 3 Laidlaw Science - Ch. 15
   (a) The heart is a muscle.
   (b) Larger people have more muscles than smaller people.
   (c) Your heart always beats at the same speed.
3. Write directions on folder.

Directions for Students:

1. Read each statement on the cards.
2. If the statement is a fact that is true place it in the [YES] pocket.
3. If the statement is not true, place it in the [NO] pocket.
4. If the statement is someone's opinion and may or may not be true, place it in the [MAYBE] pocket.
5. Read in your science text to check your answer.



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MATH MATCH GAME

Skill: Sight words, comprehending number sentences.

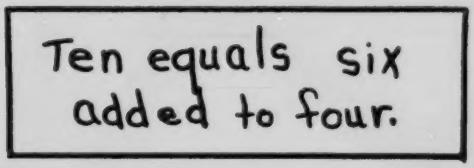
Materials: Manila folder, felt pens, glue, book pockets, 2x3 cards.

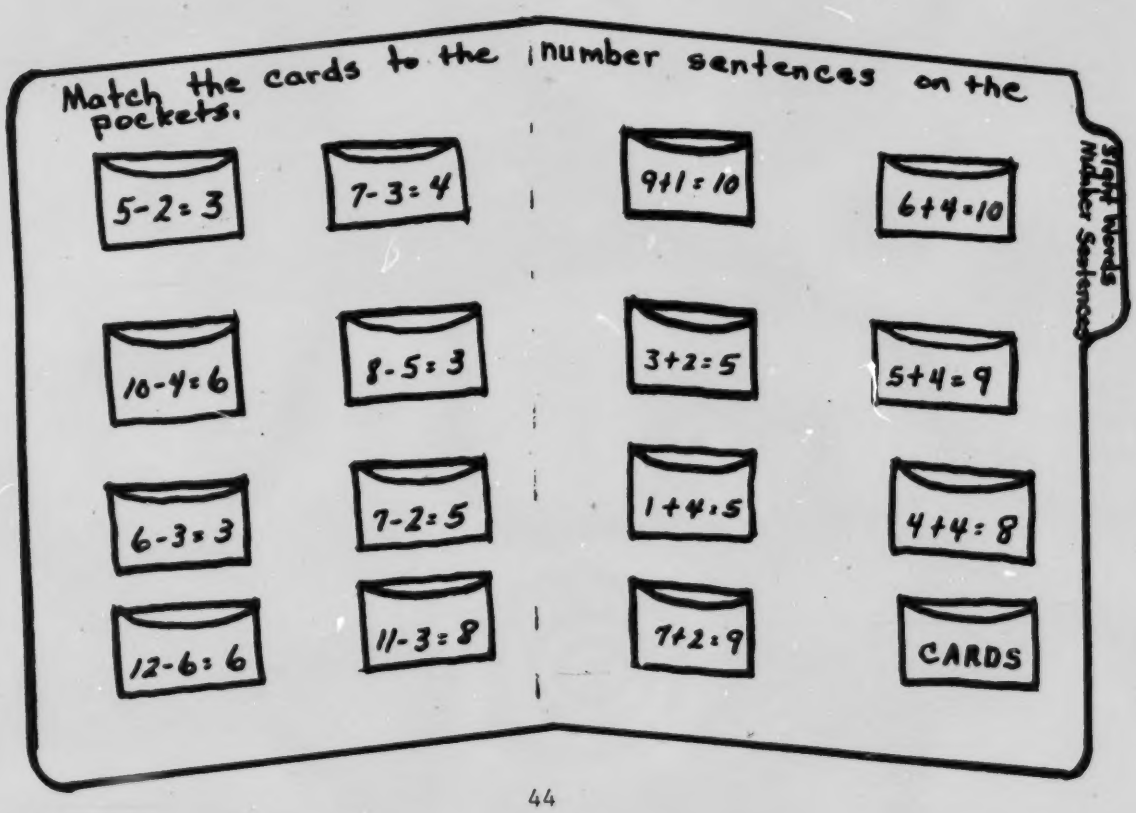
Directions for Construction:

1. Glue book pockets in manila folder.
2. Write a number sentence on each pocket.
3. Write number sentences on cards in words. Example: Seven minus two is five. Seven take away two equals five.
4. Write directions on the folder.

Directions to Students:

1. Match the cards to the number sentences in the pockets.





MY DAILY HANG-UP

Skills: Sight words, ordinal number words

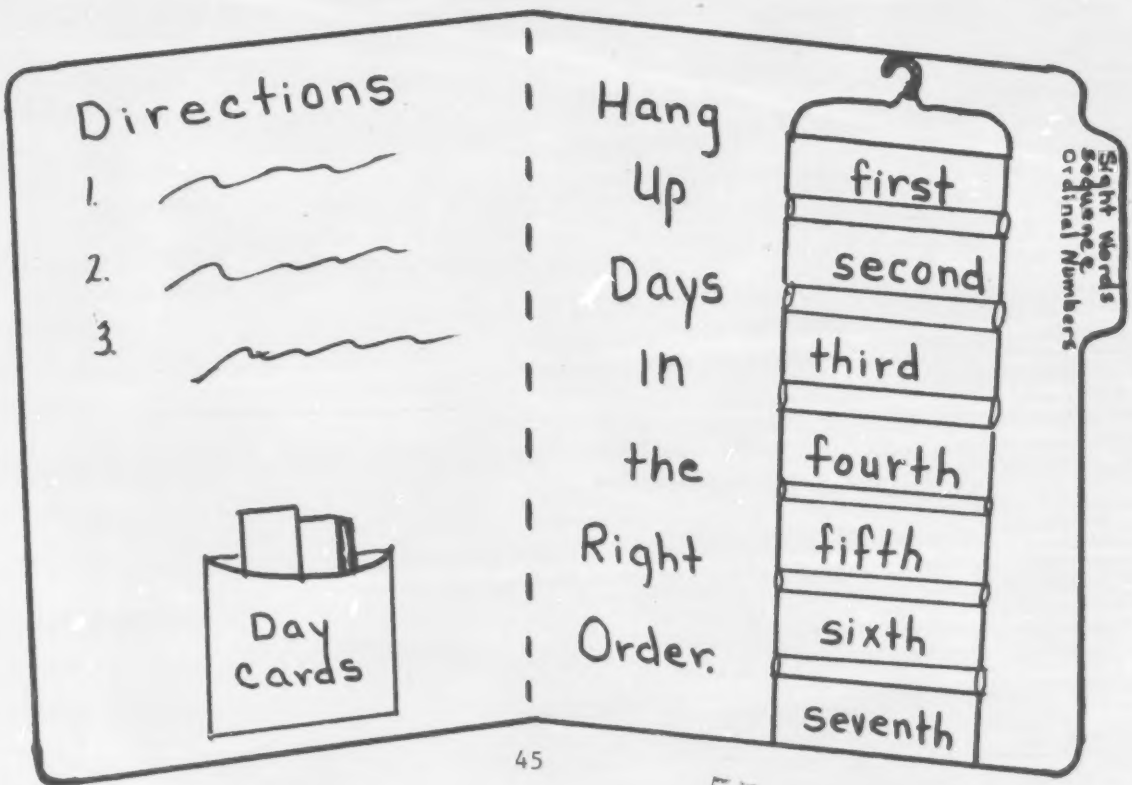
Materials: Manila folder, book pocket, 1"x4" blank cards, felt pen, glue.

Construction Directions:

1. Draw hanger on folder. Label.
2. Write directions in folder.
3. Glue pocket in folder.
4. Write names of days of the week on cards.

Directions for Students:

1. Mix up word cards. Turn them face down on your desk.
2. Turn up the first card.
3. Read the name of the day.
4. Place the card beside the word on the hanger that "matches" it.



LET'S MEASURE YOUR WEIGHT

Skills: Reading for information, reading charts, using information on charts to create bar graphs.

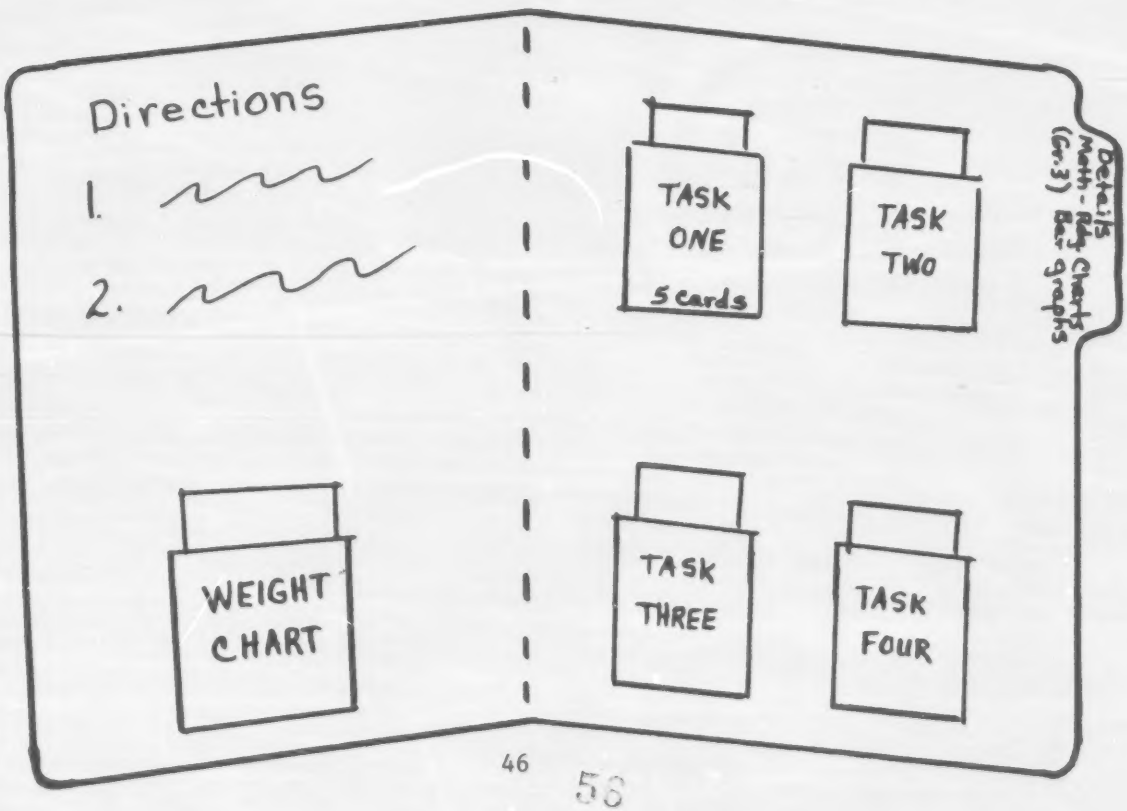
Materials: Manila folder, book pockets, 3x5 plain index cards, glue, felt pens.

Construction Directions:

1. Glue pockets in folder. Label.
2. Write tasks on cards. Color code cards and pockets.
3. Write a weight chart on card.
4. Write directions on folder.

Directions for Students:

1. Use the information on the weight chart to solve the problems on the task cards.
2. Tasks THREE and FOUR require graph paper. Get some from your teacher.

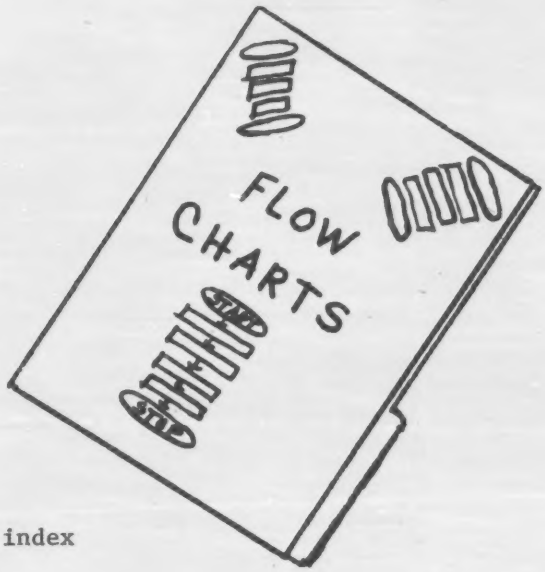


FLOW CHARTS

Math

Skills: Sequence, following directions

Materials: Manila folder, book pocket, 3x5 plain index cards, felt tip pen, glue, flow chart items*.

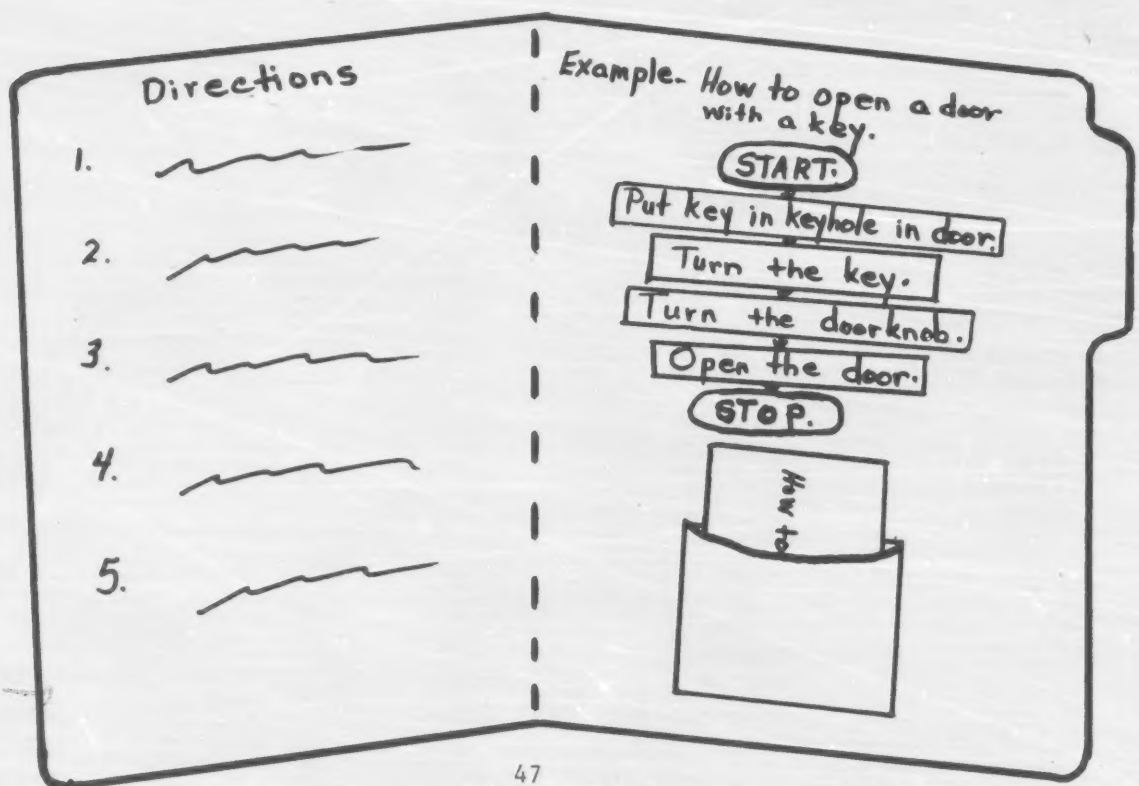


Construction Directions:

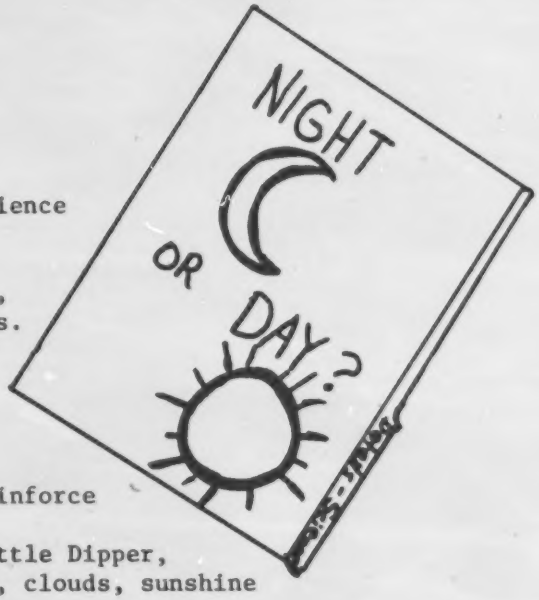
1. Glue pocket to folder.
2. Write example on folder above pocket.
3. Write directions on folder.
4. Write items for flow chart on each 3x5 index card.

Directions to Students:

1. Choose a card from the pocket.
2. Make a flow chart.
3. Remember:
   - -a flow chart gives steps on how to do something
   - -a flow chart must be written in the order the things are to be done
4. Exchange with a friend. See if you can follow the steps in the order given.



NIGHT OR DAY?



Skills: Recognizing details, sight words, science vocabulary (Laidlaw -- Gr. 1).

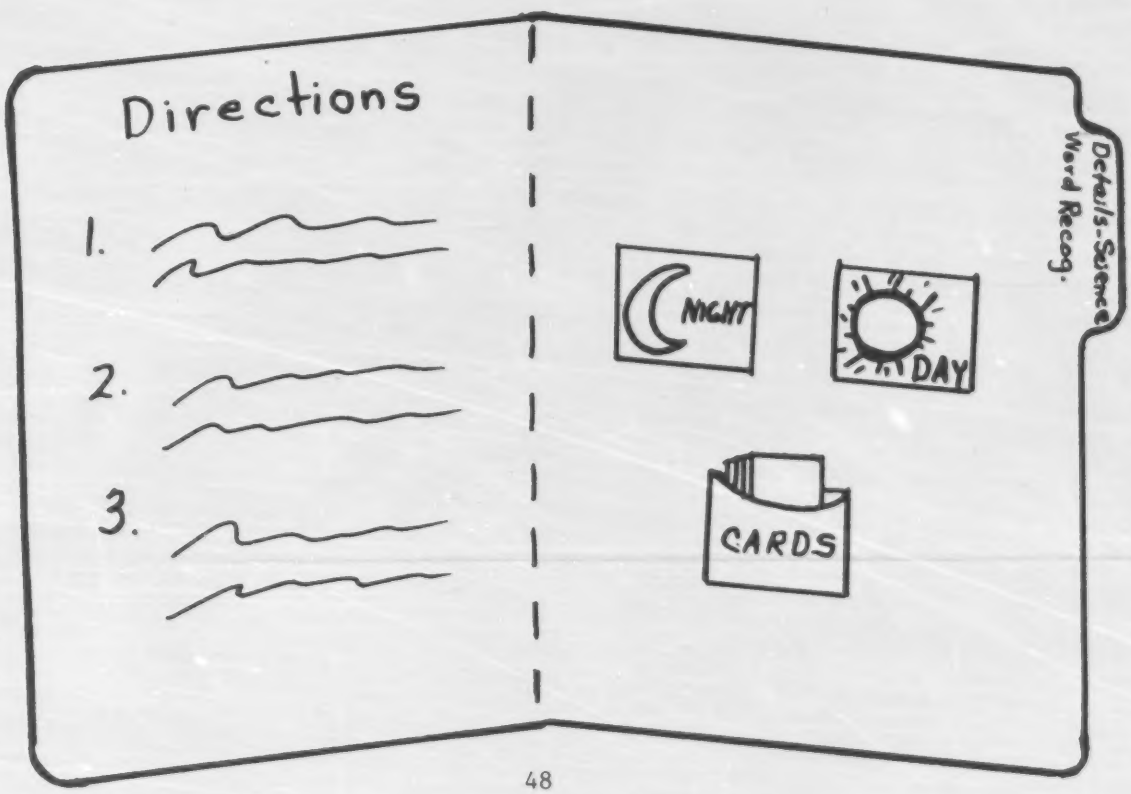
Materials: Manila folder, book pockets, glue, 3"x5" plain index cards, felt pens.

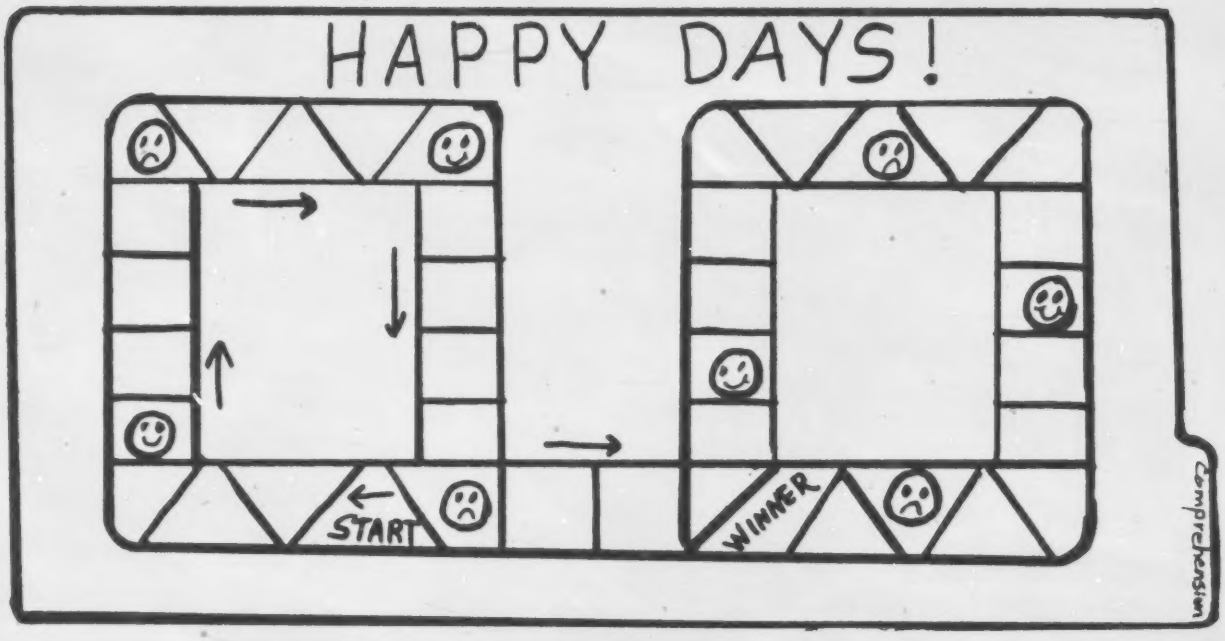
Construction Directions:

1. Glue pockets in folder.
2. Write directions in folder.
3. Write terms from science texts that reinforce concepts of day and night -
   Examples: dark, light, North Star, Little Dipper, moon, sun, stars, full moon, clouds, sunshine

Directions for Students:

1. Read the word on each card.
2. If you think that word names something that you might see at night put it in the NIGHT pocket.
3. If you think it names something you might see during the day put it in the DAY pocket.
4. Some words may go in either pocket. Be ready to tell why.





HAPPY DAYS!

Skills: Reading for facts, sequence, understanding of science and arithmetic concepts; months, seasons, holidays, number of days in month, etc.

Materials: Manila folder, felt pens in various colors, spinner*, kraft envelope.

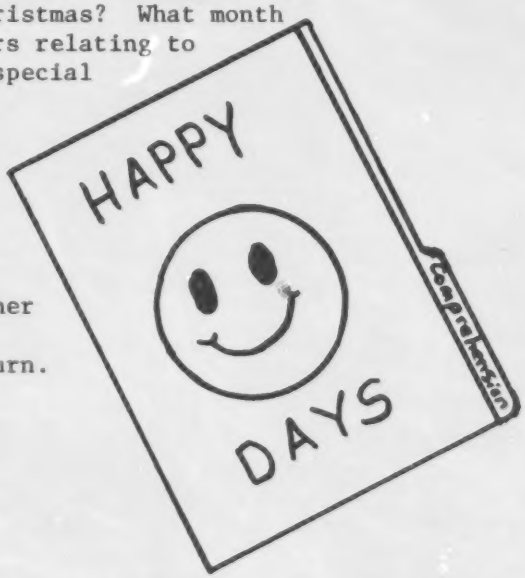
Construction Directions:

1. Draw gameboard on folder. In blank spaces write questions about calendar and seasons.
   Suggested questions: How many days in a week? What day begins with W? What month makes you think of hearts? Name a month in the spring that begins with A. When do we celebrate Mothers Day? When do we celebrate Fathers Day? How many months are in a year? In what month is Columbus Day? What date is Halloween? What month is Flag Day in? On what day do we eat turkey? In what month do we celebrate Easter? What is the first day of the week? On what day and in what month is Christmas? What month begins with M? etc.etc. You can use others relating to days, months, number of days in month and special days.

Directions for Students:

1. First player spins spinner and moves the number of spaces shown if you can answer the question. If you cannot, you must stay where you are.
2. If you land on a ☺ space you get another turn.
3. If you land on a ☹ space you lose a turn.

HAVE FUN!



BLEND IT!

Skill: Blending phonic sounds

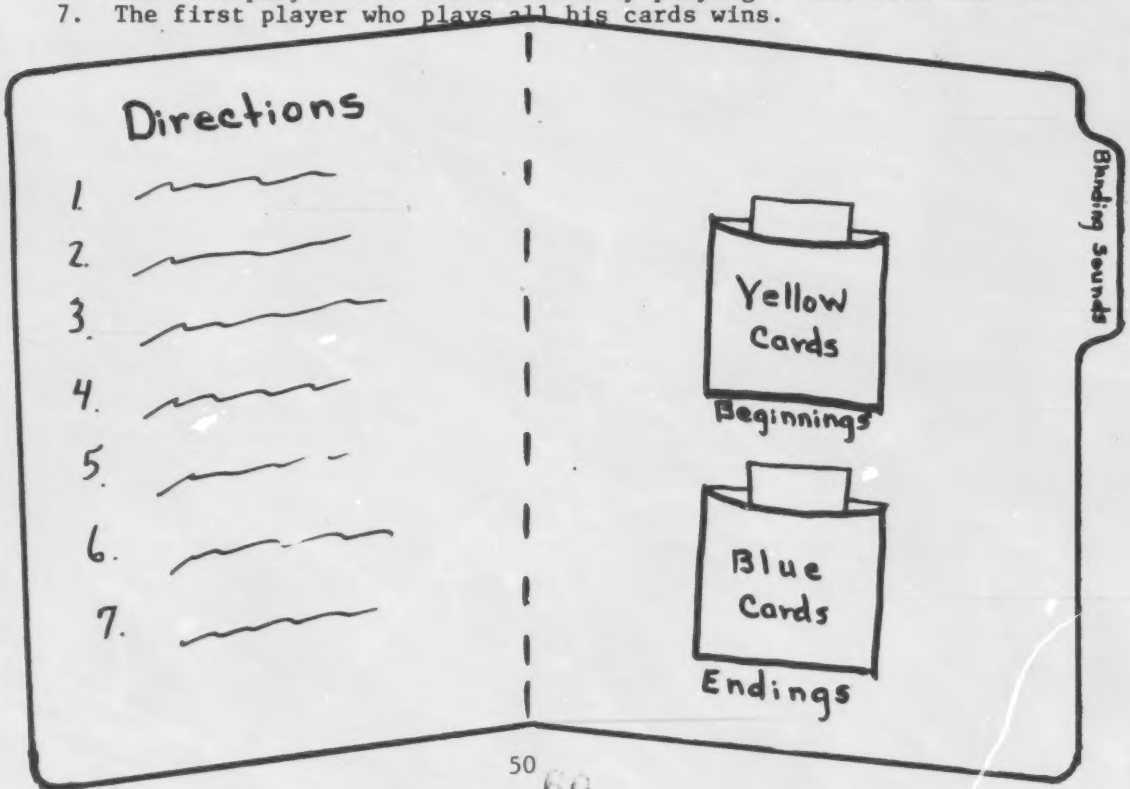
Materials: Manila folder, 40 yellow cards (2"x3")
40 blue cards, felt pen, book pockets,
glue, list of phonograms*.

Construction Directions:

1. Write one consonant, consonant digraph or consonant blend on each yellow card.
2. Write one ending on each blue card. (-ar, -ain, -all, etc.)
3. Glue pockets in folder.
4. Write directions in folder.

Directions for Students:

1. This is a game for 2 or more players.
2. Spread all cards on desk. Each player draws 8 cards.
3. The first player "plays" a card from his hand. The player on his right chooses a card from his hand that will make a word when played with the first card.
4. If he cannot make a word, he may draw as many as 3 cards from the pile, one at a time, to try to make a word. If he cannot make a word, the next player tries. Cards that are drawn are kept in your hand.
5. When a word is made, the player pronounces the word and places the cards in a discard pile.
6. The next player starts a new word by playing a card from his hand.
7. The first player who plays all his cards wins.



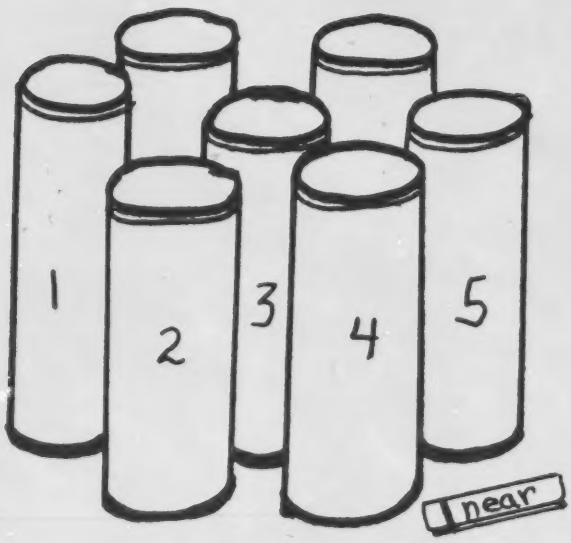
PINS AND WHEELS

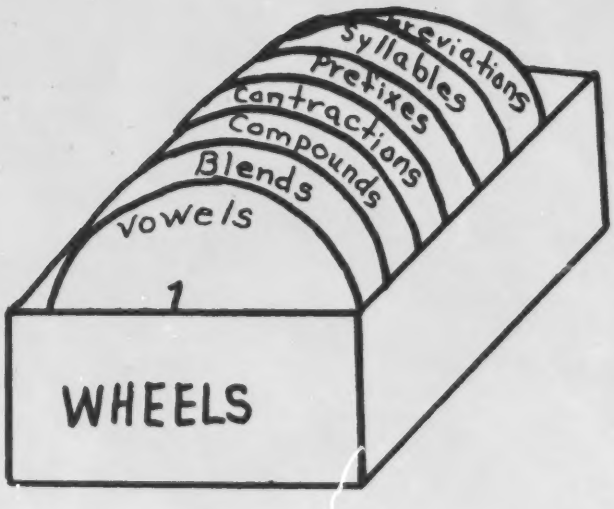
Skills: Word recognition and vocabulary (specific skills identified on each wheel).

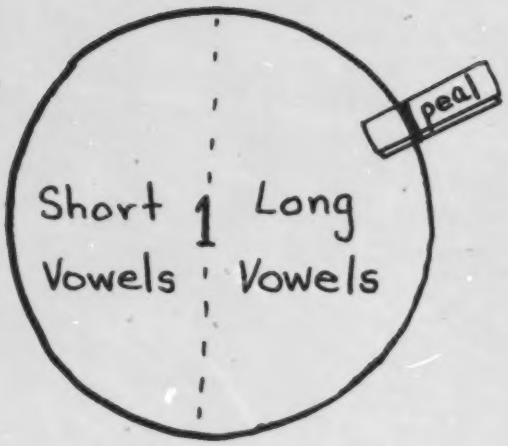
Materials: Cardboard disc, clothespins (clip type), felt pens, clear contact paper, decorative contact paper, Pringle can.

Construction Directions:

1. Select type of wheel to be made.
2. Write words on wheel. Write number in center.
3. Write directions on back of wheel.
4. Cover both sides with clear contact paper.
5. Write words on clothespins.
6. Cover Pringle can with decorative contact paper. Number can to correspond with number on wheel.
7. Store pins in can.
8. Store wheels in cardboard box.







VOWEL WHEEL

Write words containing long and short voewls on pins.

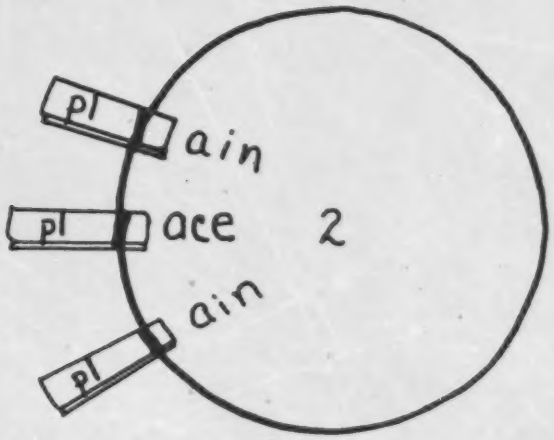
Directions (on back of wheel): Match words to vowel sounds by clipping them to side of the wheel naming the sound.

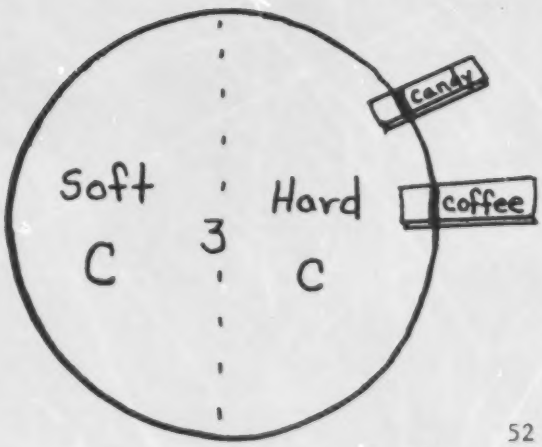
BLENDS WHEEL

Write phonograms on wheel.

Write various blends on pins.

Directions: Clip blends to word endings on the wheel to make new words. Pronounce the words to a buddy. Then try different blends to make other words.





"C" WHEEL

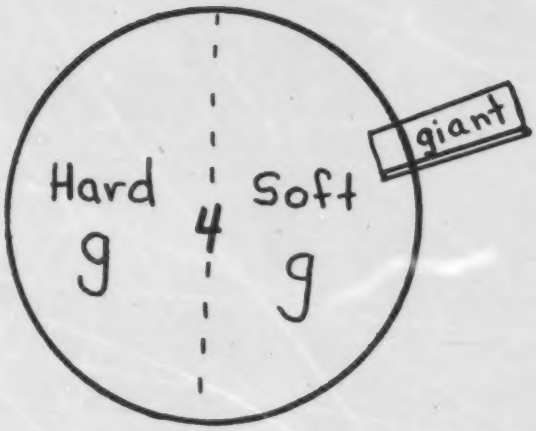
Write words containing "c" on the pins.

Directions: Match words containing hard and soft sound of "c" by clipping them to the correct side of the wheel. Pronounce the words to a buddy.

"G" WHEEL

Write words containing "g" on the pins.

Directions: Match words containing "g" by clipping them to the correct side of the wheel. Pronounce the words to a buddy.

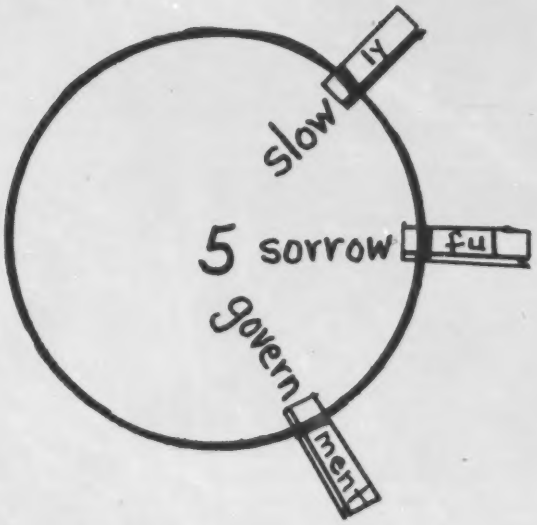


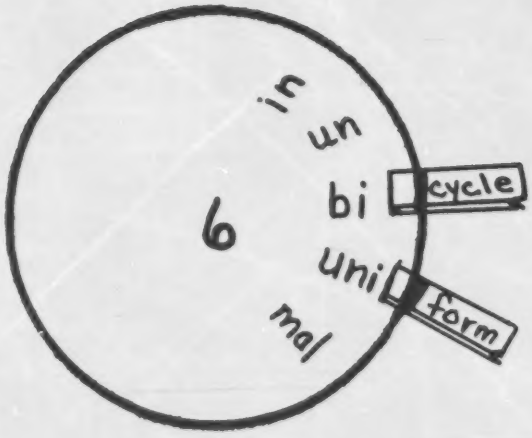
SUFFIX WHEEL

Write root words on wheel.

Write suffixes on pins.

Directions: Clip suffixes to wheel to make new words. Pronounce to a buddy. Tell what each means.



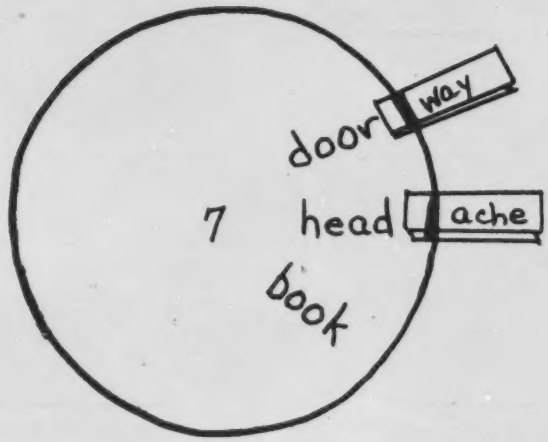


PREFIX WHEEL

Write prefixes on wheel.

Write root words on pins.

Directions: Clip root words to prefix wheel to make new words. Pronounce each word to a buddy.



COMPOUND WHEEL

Write words on wheel.

Write words on pins.

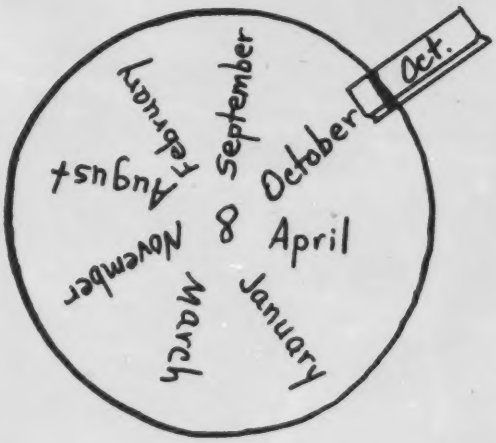
Directions: Clip pin to any word on the wheel to make a compound word. Pronounce to a buddy. Tell what each means.

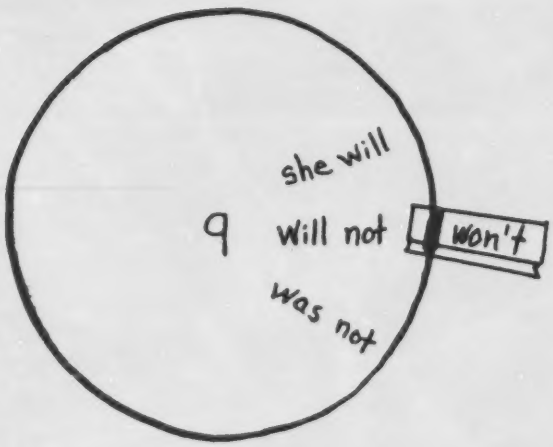
ABBREVIATION WHEEL

Write words on wheel (make one for months, days, common abbreviations.)

Write abbreviations on pins.
(Include some incorrect ones)

Directions: Clip correct abbreviation pin to the word on the wheel.



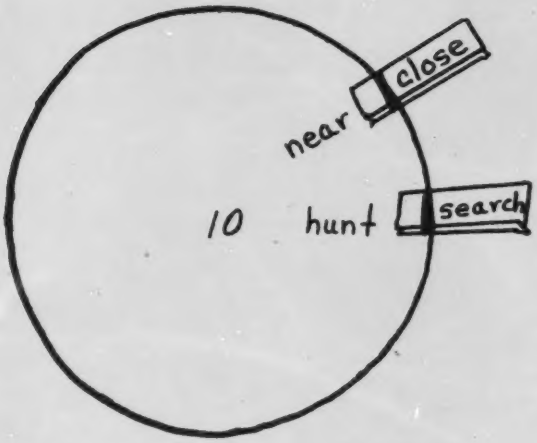


CONTRACTION WHEEL

Write words on the wheel.

Write contractions on pins.
(Include some incorrect ones.)

Directions: Clip the pin with the correct contraction to the words for that contraction.



SYNONYM WHEEL

Write words on wheel.

Write synonyms on pins.

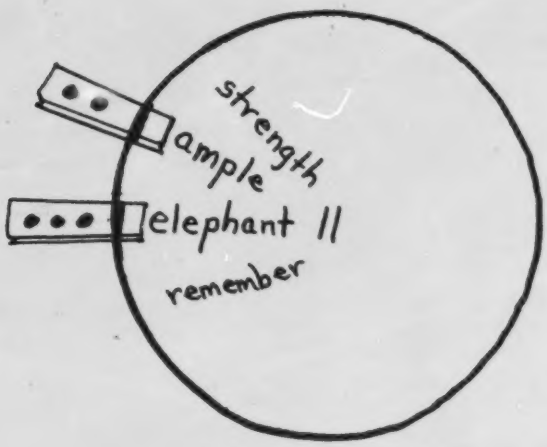
Directions: Clip a synonym to a word on the wheel that means the same or nearly the same thing.

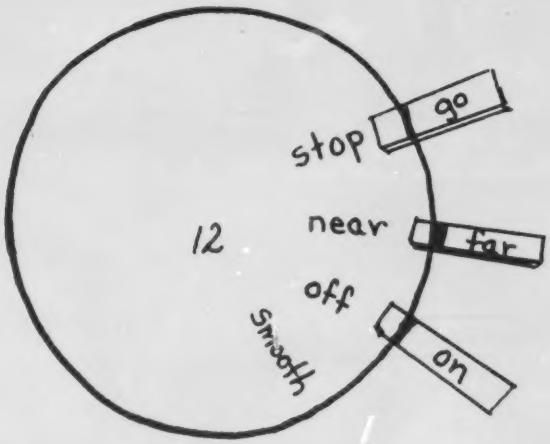
SYLLABLE WHEEL

Write words on the wheel.

Put dots on the pins to show number of syllables. (Several wheels can be made to use with same set of pins.)

Directions: Read a word on the wheel. How many syllables does it have? Find a clip with that number of dots. Clip it to the word.





ANTONYM WHEEL

Write words on wheel.

Write antonyms on pins.

Directions: Clip on antonym to a word on the wheel that means the opposite.

CLIPBOARDS

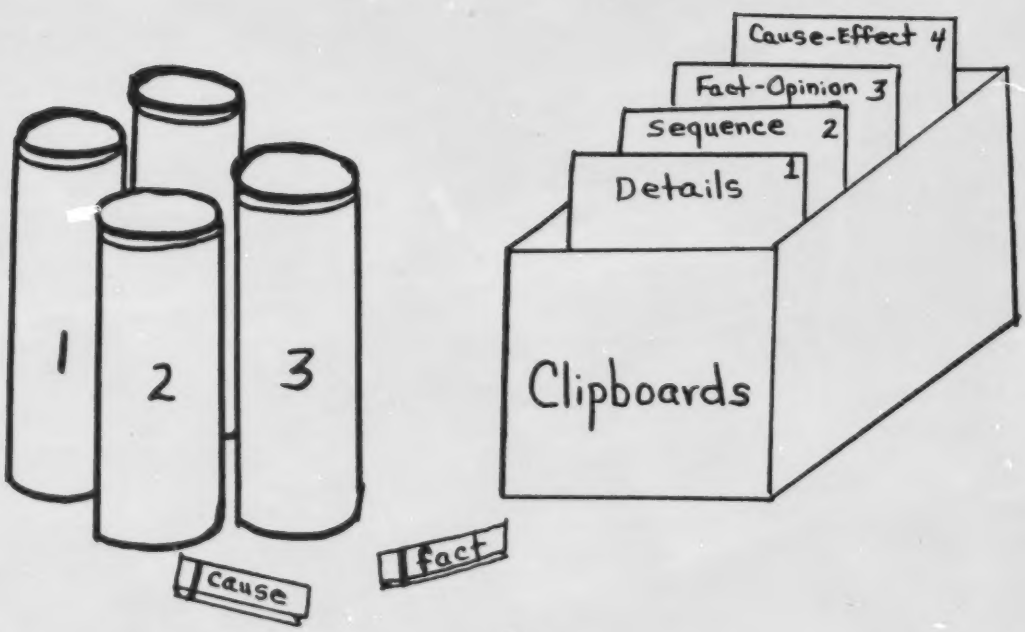
Skills: Comprehension, specific skills listed separately

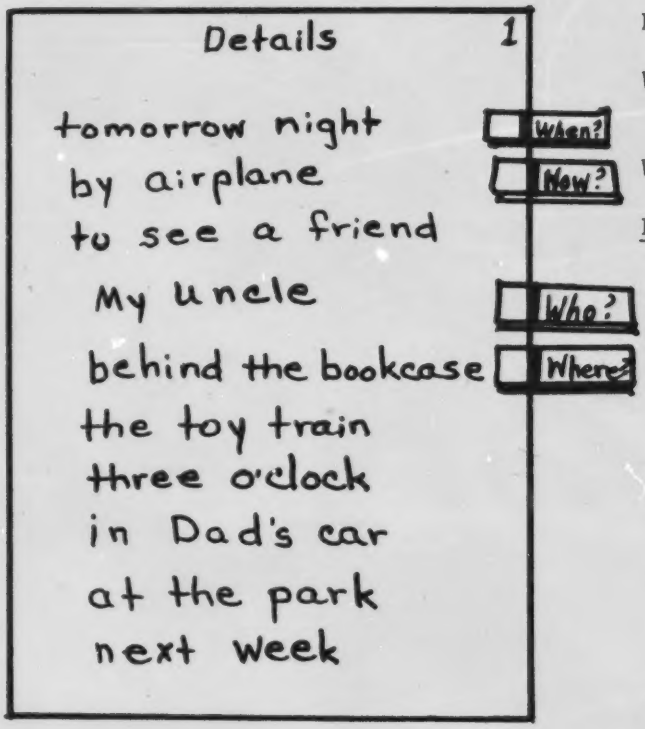
Materials: 9x12 poster board, clothespins (clip-type) felt pens, clear contact paper, decorative contact paper, Pringle can, specific comprehension materials (see each clipboard).

Construction Directions:

1. Write sentences on phrases on poster board. Number each clipboard.
2. Write directions on back.
3. Cover with clear contact.
4. Cover Pringle can with decorative contact paper. Number can to correspond with clipboard.
5. Write word, number, etc. on clothespins.
6. Store in Pringle can.
7. Store clipboards in cardboard box.

Hint: Make several clipboards to be used with same set of clothespins. Number Detail Clipboards 1 -a, 1 -b, 1 -c, etc., for example.





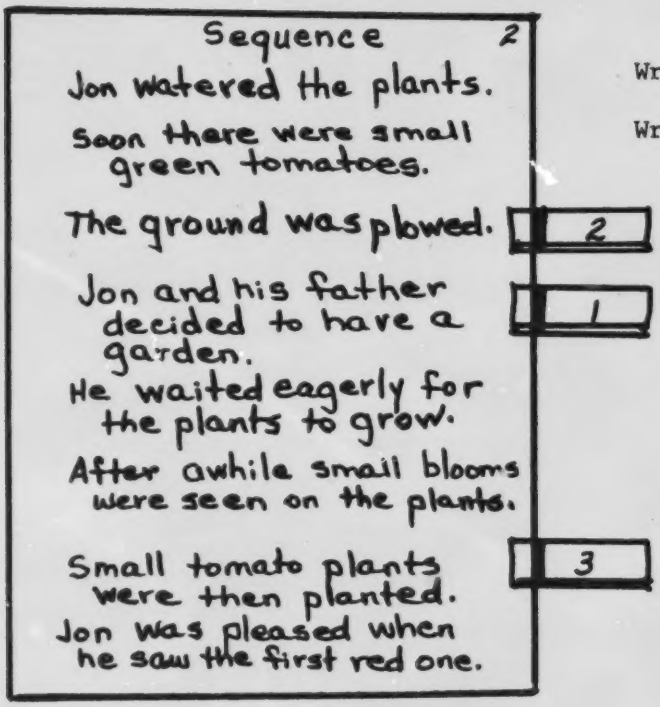
Detail Clipboard

Materials: detail phrases

Write: who? what? when? where? why? how? on clothespins

Write phrases on clipboard.

Directions: Clip clothespins to each word or phrase to show what question it answers.

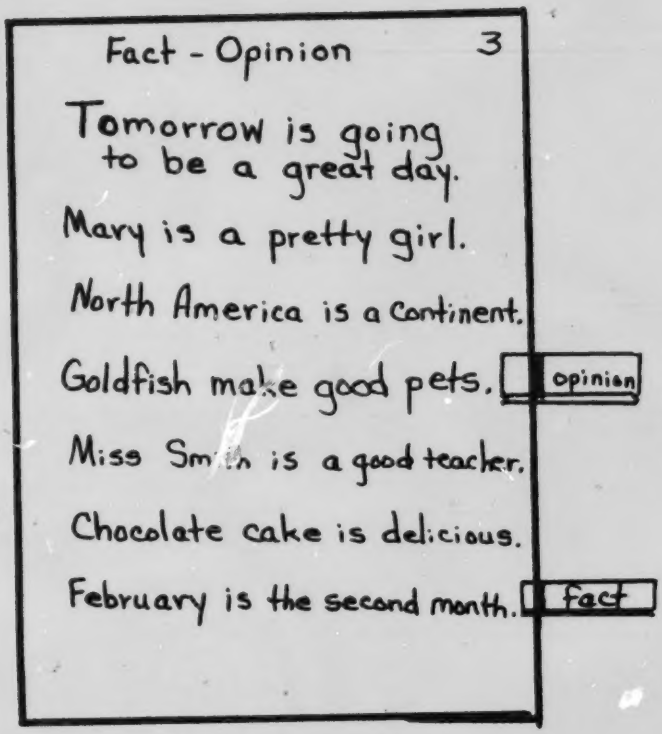

Sequence
2
Jon watered the plants.
Soon there were small green tomatoes.
The ground was plowed.
2
Jon and his father decided to have a garden.
1
He waited eagerly for the plants to grow.
After awhile small blooms were seen on the plants.
Small tomato plants were then planted.
3
Jon was pleased when he saw the first red one.

Sequence Clipboard

Write numbers on clothespins.

Write sentences on cardboard.

Directions: Clip the numbered clothespins to the sentences to show the correct order of the story.



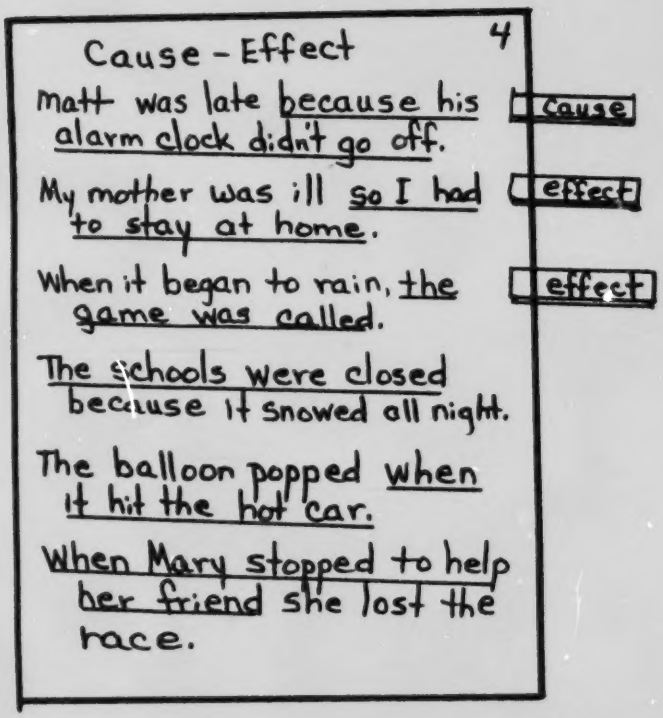
Fact-Opinion Clipboard

Materials: fact-opinion statements

Write: Fact, Opinion on clothespins

Write statements on clipboard.

Directions: Clip clothespin to each statement to identify it as either a fact or an opinion.


Cause - Effect
4
Matt was late because his alarm clock didn't go off.
cause
My mother was ill so I had to stay at home.
effect
When it began to rain, the game was called.
effect
The schools were closed because it snowed all night.
The balloon popped when it hit the hot car.
When Mary stopped to help her friend she lost the race.

Cause-Effect Clipboard

Materials: Cause-effect sentences*

Write: Cause, Effect on clothespins

Write sentences on clipboard.

Directions: Read each statement. Clip a clothespin to the sentence to identify the part that is underlined.

CONSTRUCTION AIDS

Several word lists are included in the following pages. They are provided for your help to get certain games or activities started. These lists are not to be considered comprehensive. You will undoubtedly want to utilize other words appropriate to your grade level and to your particular students.

Long Vowels

a	e	i	o	u
ape	each	pie	soap	fuse
bake	speak	cried	old	mut
brake	cheap	pipe	gold	pure
blame	feet	ice	load	rule
cape	key	fried	globe	blue
date	treat	sigh	stole	clue
brain	heat	slight	note	fume
fail	teeth	might	robe	huge
face	creek	slice	throw	flute
maid	jeep	life	doe	mule
strain	steep	mile	goes	use
snail	sleep	dime	go	tune
rail	speed	fire	boat	music
tail	cheat	ripe	blow	refuge
trail	heal	time	hole	cute
wait	feast	hide	woke	rule
whale	sneak	nine	goat	cube
trace	tea	pine	roast	tube
place	mean	like	soap	duke
plane	steam	rise	float	cure

Digraphs

sh	ch	wh	ph
shabby	chain	what	telephone
shade	chair	whale	phonograph
shake	chalk	wham	autograph
shall	champ	when	photograph
shame	chance	where	phony
shape	change	wheel	phrase
share	charge	whiff	phantom
shave	chart	whig	pheasant
she	chase	while	physician
sheep	cheap	whine	phobia
shed	cheer	whip	pharynx
shell	cheese	whirl	physical
sheep	chest	whopper	phrase
sheer	chew	whether	phone
sheet	chief	whisk	pharmacy
shin	chose	whiz	telegraph
shine	choose	wheat	graph
ship	church	which	phase
shirt	chin	why	Philip
shod	child	white	phew
shop	chief	whisper	phonics
shawl	cheat	whack	physics

Short Vowels

a	e	i	o	u
am	end	big	block	hug
ask	egg	bit	bond	hunt
glad	bed	drip	box	luck
grab	best	fib	chop	just
had	bet	grim	cob	tusk
draft	den	chick	clock	up
black	west	brim	flock	us
pad	sled	crisp	shot	cut
blank	neck	swim	sock	sung
grant	dent	gift	spot	shrub
land	hen	hint	lock	much
plant	them	milk	rock	slum
lamp	elm	hit	pond	gun
man	let	pick	drop	fun
mask	desk	pinch	jog	duck
black	when	thick	hot	drum
back	spend	spin	stock	brush
bank	speck	thin	trot	crush
splash	vest	sick	top	gum
whack	bench	wish	clot	plum

Phonograms

-ab	-all	-ide	-one
-ack	-eek	-ief	-ook
-ag	-eat	-ing	-op
-age	-eck	-im	-ouse
-ail	-ed	-ipe	-ub
-ane	-ell	-ime	-uck
-ake	-end	-ike	-uff
-ant	-ess	-ill	-ug
-ape	-est	-ock	-ull
-ark	-ick	-og	-ung

Au - Aw Words

claw	dawn	auto	caught
drawn	awning	cause	haul
crawl	lawn	launch	sauce
saw	squaw	taught	naughty
straw	yawn	fault	August
draw	fawn	saucer	because
law	raw		
scrawl	squawk		
thaw	gnaw		

"C" and "G" Words

Hard c (k)	Soft c (s)	Hard G (g)	Soft G (j)
cabin	cell	gain	gem
can	cedar	game	gent
cali	cease	gallant	gentle
candy	cellophane	galaxy	germ
car	cent	gallop	geography
camp	center	gang	geometry
cake	cement	garbage	giant
cage	century	garage	gin
camel	centipede	gas	ginger
cart	cidar	gasoline	giraffee
coat	cigar	goat	general
come	circus	gold	gelatin
coffee	cigarette	goose	giblet
coconut	city	gorilla	gym
collar	cycle	got	gyp
cute	mice	gown	gypsy
curl	ice	guide	gyrate
curtain	rice	guess	
cucumber	fence	gun	
	splice		

Synonyms

aid - help

always - forever

answer - reply

ask - question

bad - evil

close - near

earth - world

fast - slow

gift - present

huge - gigantic

ill - sick

hard - firm

rear - back

make - build

real - true

guide - lead

act - behave

whole - total

tight - snug

thick - broad

worn - old

quick - swift

coarse - rough

bright - shinning

keep - retain

little - small

loud - noisy

odd - strange

odor - smell

price - cost

poor - rich

robber - thief

stop - end

tale - story

total - sum

town - city

rich - wealthy

price - cost

steal - rob

base - bottom

total - sum

timid - shy

split - divide

thin - slender

save - rescue

rapid - fleet

chubby - fat

brave - bold

Compound Words

anytime
anybody
anywhere
anyplace
anyhow
birdhouse
bathhouse
bathtub
basefall
basketball
footbail
bookcase
bookmark
bookworm
storybook
cupcake
horseback
handbag
armchair
fireplace
sailboat
rainstorm
nightmare
drugstore
textbook
butterfly

headache
handmade
downstairs
airport
uptown
downtown
friendship
eyebrow
eyelid
tablecloth
toothbrush
popcorn
birthday
keyhole
hairbrush
newspaper
steamboat
swordfish
jellyfish
catfish
starfish
grasshopper
numberline
waterproof
keyhole
workshop

pancake
sandpaper
airplane
bedroom
housewife
fisherman
sunburn
driveway
fireplace
storeroom
wintertime
postman
fireman
chairman
overcoat
doorbell
fingernails
stoplight
graveyard
bullfrog
notebook
buttermilk
fullback
quarterback
lunchroom
typewriter

Syllabication

One-syllable words	Two-syllable words	Three-syllable words
ape	acorn	alphabet
ant	after	animal
aunt	apple	another
branch	balloon	afternoon
brought	basket	banana
call	begin	butterfly
cloth	comet	beautiful
cuff	cradle	bicycle
draw	devil	company
drew	early	different
ear	fiddle	elephant
false	harness	eleven
farm	hero	family
flood	kettle	factory
fork	lemon	grandmother
goose	magic	grandfather
guard	money	hamburger
groan	muscle	kangeroo
lump	pickle	lollipop
mail	planet	medicine
path	shiver	piano
pitch	soda	potato
room	sudden	somebody
salt	tiger	superman
spook	title	tricycle
straight	windy	violin
thin	touches	wonderful
warm	witches	yesterday

Details

Who	What	When
people	ran	everyday
principal	helped	names of months
teacher	stamped	names of days
my uncle	sang	tomorrow
my aunt	cried	today
cousin	waited	a year ago
friend	galloped	next week
fireman	working	afternoon
president	crying	evening
furnace	singing	instant
banker	barked	never
lion	bounced	regularly
tiger	sniffed	midnight
nurse	pumped	seldom
baby	drank	frequently
bird	roars	eight o'clock
duck	ate	always
children	taught	rarely
doctor	trained	yesterday
policeman	looks	morning
Mrs. Jones	writes	dawn
Mr. Smith	touch	a month ago
mother	driving	noon
father	telephone	evening
animal	saved	lunchtime

Where	How	Why
in the house	quickly	for school
by the door	rapidly	for Christmas
in my room	carefully	for a friend
Disneyland	sadly	because she likes it
North Pole	by car	to see my friend
on a chair	by truck	to help my teacher
in the living room	by boat	to learn..
at the Church	by train	to get...
in the library	without noise	to speak
by the gate	without help	to taste
on a ship	with speed	to get a job
at school	with care	to earn an A
right	with paste	for money
left	with a brush	due to an accident
in the yard	by working hard	due to rain
near the office	by studying	due to snow
downtown	by jogging	to win the game
near the door	by saving dimes	to surprise
at the laundramat	with a coupon	for fun
inside the park	with a nail	to save time
at the table	without pain	to taste
near the porch	with a pencil	to vote
in my pocket	by jumping	for my birthday
by the flagpole	gently	out of sympathy
outside	hatefully	out of kindness

Silent Consonants

gn	gh	kn	wr
sign	night	knock	write
resign	right	knit	wrote
design	might	knight	wrist
foreign	flight	know	wrinkle
align	tight	knew	wrong
graw	straight	knit	wrap
gnarl	weight	knife	wreath
gnat	neighbor	kneel	
		knob	
		knot	
		knuckle	

s	l	h	t
aisle	half	ghost	castle
isle	calf	honest	listen
corps	calm	hour	whistle
island	yolk	rhyme	
	salmon		
	folks		

b
lamb
climb
thumb
limb
comb

Consonant Blends

bl	br	cl	cr
black	brake	clam	crack
blade	brain	clamp	cramp
blank	brave	clan	crate
blast	brick	class	craze
blond	bring	clatter	crib
bloom	brush	claw	crisp
blotter	brother	clip	crow
blow	broil	climate	crown
blouse	brittle	close	cry
blue	bright	cloud	
blew		clown	

dr	fl	fr	gl	gr
draw	flag	fraction	glad	grape
drain	flat	free	gland	grasp
drape	fleet	fresh	glass	grass
dream	float	friend	glare	grand
dreary	flock	fried	glee	graph
dress	flood	frog	gleem	granny
drew	floor	frost	glide	gravy
drive	flush	freckle	glitter	green
drip	fluid	freeze	glosy	gripe
drop	flow		glow	grin
drove	flower		glue	grime
	fly			ground

scr	spl	str
scram	splash	strain
scrable	splish	strap
scrape	split	straw
scratch	splice	streak
scream	splinter	stream
script	splint	street
screech	splendid	stretch
screen	splendor	string
scroll	splotch	stripe
scrunch	splurge	strong

sn	sp	st	sl
sneak	space	stay	slice
sneeze	spare	step	slate
snake	spell	star	slap
snare	spoon	stem	slip
snail	speak	steeple	sleep
sniff	spin	still	slam
snuggle	spear	sting	slow
snatch	speed	stop	sled
snooze	spider	stitch	sleeve
	spindle	stamp	sliver
	spot	stand	sling
		steel	
		steal	

gh	ng	th	ck
laugh	bang	throw	duck
cough	gang	through	luck
rough	sang	throne	lock
tough	bing	theft	tock
enough	sing	third	tick
trough	wing	thin	crack
	thing	thing	black
	string	that	block
	gong	theft	snack
	prong	thirsty	track
	song	thick	sock
	long	think	stock
	fling	thorn	stack
	strung		brick
			clock
			pick
			attack
			chick

Types of Transportation (Unusual names)

buckboard
buggy
cable car
caboose
cabriolet
canoe
clipper
dinghy
dirigible
frigate
galleon
glider
gondola
hansom
helicopter
howdah
junk
lift
kayak
landau
lorry
palanquin
perambulator
phaeton
prairie schooner
sloop
surrey
toboggan
tram
trolley
turbojet
umiak
velocipede
victoria

Task Cards for Flow Chart

-how to prepare Kool-Aid

-how to make a peanut butter and jelly sandwich

-how to sharpen a pencil

-how to brush your teeth

-how to put on shoes and socks

-how to go to the principal's office

-how to wrap a Christmas present

-how to make popcorn

-how to polish your shoes

-how to make up your bed

SURVIVAL WORDS

(FROM: "Wilson's Essential Vocabulary" The Reading Teacher, November, 1963)

ADULTS ONLY
ANTIDOTE
BEWARE
BEWARE OF DOG
BUS STATION
BUS STOP

CAUTION CLOSED
COMBUSTIBLE
CONTAMINATED
CONDEMNED

DEEP WATER
DENTIST
DON'T WALK
DO NOT CROSS, USE TUNNEL
DO NOT CROWD
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT RUSH
NO TO REFREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN FLAMES
DOCTOR (DR.)
DOWN
DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMPLOYEES ONLY
ENTRANCE
EXIT
EXIT ONLY
EXPLOSIVES
EXTERNAL USE ONLY

FALL OUT SHELTER
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FOUND
FRAGILE

GASOLINE
GATE
GENTLEMEN

HANDLE
HANDS OFF
HELP
HIGH VOLTAGE

IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS
KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)
KEEP OUT

LADIES
LOST
LIVE WIRES
NEXT (WINDOW) (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING
NO SPITTING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NOT FOR INTERNAL USE
NOXIOUS
NURSE

OFFICE
OPEN

OUT
OUT OF ORDER

PEDESTRIANS PHOHIBITED
POISON
POISONOUS
POLICE STATION
POST NO BILLS
POSTED
PRIVATE
PRIVATE PROPERTY
PULL
PUSH

SAFETY FIRST
SHALLOW WATER
SHELTER
SMOKING PROHIBITED
STEP DOWN (UP)
TAXI STAND
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP

UP
USE BEFORE (DATE)
USE IN OPEN AIR

VIOLATORS WILL BE PROSECUTED
WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN

ALL CARS (TRUCKS) STOP
ASK ATTENDANT FOR KEY
BEWARE OF CROSS WINDS
BRIDGE OUT
CAUTION
BUS ONLY
CONSTRUCTION ZONE
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEER (CATTLE) CROSSING
DETOUR
DIM LIGHTS
DIP
DO NOT BLOCK WALKWAY (DRIVEWAY)
DO NOT ENTER
DRIFTING SAND
DRIVE SLOW

EMERGENCY VEHICLES ONLY
END
END CONSTRUCTION
ENTRANCE
EXIT ONLY
EXIT SPEED 30

FALLING ROCKS
FLOODED
FLOODS WHEN RAINING
FOUR WAY STOP
FREEWAY

GARAGE
GATE
GO SLOW
HOSPITAL ZONE

INSPECTION STATION
JUNCTION 101A
KEEP TO THE LEFT (RIGHT

LEAN ENDS
LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT
LEFT TURN ON THIS SIGNAL ONLY
LEFT TURN ONLY
LEFT TURN O.K.
LOADING ZONE
LOOK
LOOK OUT FOR THE CARS (TRUCKS)
LISTEN

M.P.H.
MECHANIC ON DUTY
MEN WORKING
MERGE LEFT (RIGHT)
MERGING TRAFFIC
MILITARY RESERVATION

NEXT
NO LEFT TURN
NO PARKING
NO PASSING
NO RIGHT TURN
NO RIGHT TURN ON RED LIGHT

NO SMOKING AREA
NO STANDING
NO STOPPING
NO TURNS
NO "U" TURN
NOT A THROUGH STREET

ONE WAY
NOT NOT ENTER
ONE WAY STREET
PAVEMENT ENDS
PLAYGROUND
PROCEED AT YOUR OWN RISK
PRIVATE ROAD
PUT ON CHAINS

R.R.
RAILROAD CROSSING
RESTROOMS
RESUME SPEED
RIGHT LANE MUST TURN RIGHT
TURN RIGHT
RIGHT TURN ONLY
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SLIDE AREA
SLIPPERY WHEN WET (FROSTY)
SLOW DOWN
SLOWER TRAFFIC KEEP RIGHT

SPEED CHECKED BY RADAR
STEEP GRAGE
STOP
STOP AHEAD
STOP FOR PEDESTRIANS
STOP WHEN OCCUPIED
STOP MOTOR

THIS LANE MAY TURN LEFT
THIS ROAD PATROLLED BY AIRCRAFT
THREEWAY LIGHT
TURN OFF 1/2 MILE
TURN OFF
TRAFFIC CIRCLE
TRUCK ROUTE
UNLOADING ZONE
USE LOW GEAR

WATCH FOR FLAGMAN
WATCH FOR LOW FLYING AIRCRAFT
WINDING ROAD

YIELD
YIELD RIGHT OF WAY

C.B. Slang and Usage Patterns

	Term	Usage	Meaning
1.	Beaver	"That's some good looking beaver."	girl
2.	Back	"Back to you, Charley."	your turn, now
3.	Back door	"Looks like I got the back door, this trip."	behind your vehicle (or) end unit of chain
4.	Back down	"We got to back down, we got a Smokey ahead."	slow down
5.	Back out	"I'm going to back out now."	stop transmitting
6.	Base station	"I'm at the base station now."	CB set at a fixed location, usually operator's home
7.	Bear	"We got a bear ahead on I-81."	police. See: Smokey
8.	Bear cave (or) Bear den	"There's a bear den ahead 5 miles."	police headquarters
9.	Bear in the air	"We got a Bear in the air here."	police using an airplane or helicopter for traffic check
10.	Big switch	"We're going to pull the big switch now."	turn off CB set
11.	Break (or) Breaker	"Breaker, breaker."	I want to talk (or interrupt)
12.	Camera	"We got a Smokey with a camera ahead."	police with radar
13.	Chicken coop	"The chicken coop is open tonight."	truck weigh station
14.	Clear or clean	"We're clear south to Cortland."	no police
15.	Come again	"Come again your 10-20."	repeat your transmission
16.	Comeback	"Thanks for the comeback."	return call
17.	Come on	"What's your 10-20? Come on."	over to you
18.	County mountie	"We got a county mountie at the intersection of 42 and 250."	sheriff's deputies

19.	Ears	"I got my ears on."	CB set
20.	18-wheeler	"You in the 18-wheeler?"	semi-truck
21.	88s	"Eighty-eights to you."	Goodbye
22.	Eyeball	"I'll eyeball you later."	face-to-face meeting
23.	Feed the bears	"I can't afford to feed the bears this week."	pay a traffic fine
24.	Flip-flop	"Catch you on the flip-flop."	long-haul trucker's return trip
25.	4-wheeler	"You in that red 4-wheeler."	car
26.	Good buddy	"How ya doin', good buddy?"	typical greeting
27.	Green stamps	"I don't have any green stamps to feed the bears."	money
28.	Green stamp road	"Guess I'll avoid the green stamp road."	toll road
29.	Hammer	"I'm gonna put the hammer down, now."	accelerator (truck)
30.	Handle	"The handle here is Skyrocket."	CB nickname
31.	Hole-in-the-wall	"Catch you east of the Blue Mountain hole-in-the-wall."	tunnel
32.	Landline	"I'll catch you on the landline tonight."	telephone
33.	Lay an eye on	"Can you lay an eye on me yet?"	have in sight
34.	Local yokel	"We got a local yokel on the interstate now."	local police
35.	Mail	"I've been reading your mail."	listening to CB talk
36.	Oil, 40-weight oil	"That sure was awful 40-weight oil."	trucker's coffee
37.	Over the shoulder	"If you're in that 18-wheeler, I'm over your shoulder."	behind
38.	Picture taker	"We got a picture taker in sight, moving south on the interstate."	radar cruiser
39.	Piece of candy	"Old Jack got his first piece of candy yesterday for using over-powered gear."	violation notice from FCC for improper CB use

40.	Plain wrapper	"We got a plain wrapper moving east on Route 690."	unmarked cruiser
41.	Ratchet jaw	"He's a real ratchet jaw."	incessant broadcaster
42.	Read	"I read you good now."	hear
43.	Rocking chair	"Looks like I got the rocking chair this trip."	in the middle of a string of vehicles
44.	73s	"73s to you, good buddy."	best regards, best wishes (amateur radio term)
45.	Smokey	"We got two Smokeys ahead."	state highway patrolmen (known for the flat-brimmed campaign hat, also used in pictures of "Smokey" the fire-prevention bear)
46.	Super slab	"We'll make better time on the super slab."	turnpike, super highway
47.	Taking pictures	"We got a Smokey taking pictures on 490 east of 62."	using radar
48.	Tijuana Taxi	"We got a Tijuana taxi moving west."	police car
49.	Thermos bottle	"We see a thermos bottle and a county mountie."	tank truck, liquid gas truck
50.	10-20	"What's your 10-20?"	location
51.	Uncle Charley (or) The Man (or) Candyman	"I just got a pink slip from Uncle Charley."	FCC inspectors, who issue violations for improper CB use
52.	X-ray	"We see a Smokey takin' X-rays."	radar

Antonyms

work - play

near - far

stop - go

cool - warm

take - give

big - little

large - small

laugh - cry

off - on

dark - light

right - wrong

push - pull

clean - dirty

him - her

man - woman

father - mother

lost - found

happy - sad

right - wrong

yes - no

buy - sell

give - receive

follow - lead

whole - part

night - day

sit - stand

hard - easy

smooth - rough

wet - dry

in - out

rich - poor

he - she

boy - girl

uncle - aunt

right - left

PREFIXES

Prefix	meaning
anti	against, opposite
aqua	water
auto	self, self propelled
bi	two, twice
biblio	books, of books
bio	life, of living things
con	with, together
de	from, down from
dis	apart, not
ex	out of, from
geo	earth
hydro	water, hydrogen
inter	between
intro	against, within
mal	bad, badly, wrong
micro	small
non	not
ob	against
per	fully, through
mono	one, alone
post	after, behind
pre	before
pro	for, in front of
re	back, again
sub	under
tele	far off

Cause - Effect Sentences

Joe Smith brushes his teeth twice a day to prevent tooth decay.

As the clouds covered the sun it became very dark.

The high water from heavy rains washed out the bridge.

The ballgame was called when it began to rain.

The cat scratched because the flea bites itched.

Mary was so tired she fell asleep while the teacher was reading the story.

Everyone was happy because the team won the football game.

John had a bad cold so he couldn't swim in the meet.

Joe wouldn't get up on time so he was late for school.

Everytime the trained seal did a trick the audience applauded.

As the wind picked up the kites flew higher.

Since the cat was reddish brown in color Mary named her Cinnamon.

When a lighted match touched the brush it burst into flames.

Tom got the stepladder because the frisbee landed in the tree.

The ink on the poster ran when rain spattered on it.

When the temperature drops the thermostat control turns on the heat.

Becuase he wanted a good grade Peter worked very hard on his project.

If the weather is good we're going to play tennis tomorrow afternoon.

The schools were closed because it snowed heavily last night.

The Girl Scouts had a Yard Sale to raise money to build a shelter at Camp Hardee.

Most of the players got soaked when it started to rain.

Richard is mailing invitations to his birthday party.

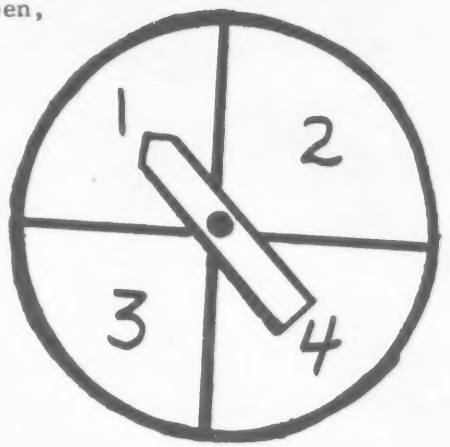
Jennifer failed to make the team because her score was too low.

Edward was grateful for all the help his friends gave him.

Uncle Bill's glasses broke when they fell from his pocket to the sidewalk.

SPINNERS

Materials: cardboard disc, paper clip, cardboard arrow, brass brad, Elmer's School glue, felt pen, hold puncher.



Construction Directions:

1. Cut an arrow from cardboard.
2. Make a hold in center of the arrow.
3. Place a paper clip (the end having only one wire) around the wooden part of a sharpened pencil point. Pull the two parts in opposite directions to make it look like this:

4. Align the circle of the paper clip over the punched hole in the arrow. Cover with Elmer's Glue, Use a generous amount. Allow 24 hours to dry.

5. Attach to the cardboard disc with a brass brad, clip side down. The paper clip keeps the arrow from dragging on the cardboard disc. Thus spinning is easier.

For most games spinners with four segments are recommended.

Spinner for detail activity should have six segments.